**DuPage Regional Office of Education**

**School Emergency Operations Plan Guide**

**April 2019**

**Introduction**

In 2018, the Dupage County Regional Office of Education School Safety Task Force, organized by Superintendent Darlene Ruscitti, formed a sub-committee for the purpose of (1) creating a local planning guide for all schools and school districts in the county to have consistent emergency operations plans, (2) including student threat assessment processes and (3) providing easy access to emergency management resources.

The guide meets the minimum requirements of the Illinois State Board of Education while following the best practice guidelines by the National Incident Management System, the Federal Emergency Management Agency standards, the Readiness in Emergency Management for Schools (REMS) and the Dupage County Department of Homeland Security.

Utilizing a consistent county-wide base emergency operations plan, developed in partnership with municipal and cuounty emergency response agencies, will increase shared resource effectiveness and efficiency during emergencies.

This guide describes who will do what, as well as when, with what resources, and by what authority--before, during, and after an emergency.

It offers recommendations, using best judgment available at this time, on what to consider when planning, creating and implementing an emergency operations plan.

When your school or district uses this document, it is intended to be a starting point for those who do not have an emergency operations plan. For school districts with existing plans, is it an opportunity to restructure your documents in this format, so all districts are consistent for the benefit of our emergency responders.

How to use this Guide:

* Information/explanations for those developing the plan is in green font
* Delete the green text when completed with that section
* Links for additional information and examples are also in green font and/or will be followed with a “Here is an example”.
* Supporting documents can be found in the DuPage ROE Emergency Operations Plan Guide/Resources, (Google folder).

Nothing here is intended to limit the number of sections within a school district’s emergency operations plan. While maintaining this structure, add any additional topic areas according to your needs after the main content is completed.

The following documents and websites provide excellent direction.

* [Guide for Developing High Quality School Emergency Plans](https://rems.ed.gov/docs/rems_k-12_guide_508.pdf)
* [Sample School Emergency Operations Plan](https://training.fema.gov/programs/emischool/el361toolkit/assets/sampleplan.pdf)
* [Enhancing School Safety Using a Threat Assessment Model](https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)
* [Illinois School and Campus Safety Resource Center](http://ilschoolsafety.org/)
* [Readiness and Emergency Management for Schools Technical Assistance Center](https://rems.ed.gov/)

Dr. Darlene Ruscitti

Regional Superintendent DuPage County

April 2019

Exemption to FOIA - This document is subject to Exemption to Freedom of Information Act - 5 ILCS 140/7(1)(v)

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**DUPAGE REGIONAL OFFICE OF EDUCATION**

**SCHOOL EMERGENCY OPERATIONS PLAN DEVELOPMENT TEMPLATE**

**April 2019**

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# BASIC PLAN

The Basic Plan section provides an overview of the school’s approach to operations before, during, and after an emergency. This section addresses the overarching activities the school undertakes regardless of the function, threat, or hazard. The content in this section provides a solid foundation for the school’s operations. The information in this section should not duplicate information contained in other parts of the plan. Almost all of the information contained in the basic plan should come from the planning team. If the planning team finds that it has to go outside its members for a significant amount of information, it may be an indication that the planning team membership needs to be expanded.

## Introduction

*Families and communities expect schools to keep their children and youth safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school Emergency Operations Plan.*

***Cover Page***

*The cover page includes the title of the plan, a date, and the school(s) covered by the plan.*

***Promulgation Document/Signatures***

*This document or page contains a signed statement formally recognizing and adopting the school EOP. It gives both the authority and the responsibility to school officials to perform their tasks before, during, or after an incident, and therefore should be signed by the school administrator or another authorizing official*. *Sample School Emergency Operations Plan(3/11) EXAMPLE PAGE iii*

[Here is an example.](https://drive.google.com/a/wego33.org/file/d/1YlAs7_HMDXAhYCkJvB9NanEkxE7fVMaN/edit?disco=AAAACpQmAx8)

***Approval and Implementation***

*The approval and implementation page introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans. It includes a delegation of authority for specific modifications that can be made to the plan and by whom they can be made without the school administrator’s signature. It also includes a date and should be signed by the authorized school administrator.*

***Record of Changes***

*Each update or change to the plan should be tracked. The record of changes, usually in table format, contains, at a minimum, a change number, the date of the change, the name of the person who made the change, and a summary of the change.*

*U-46 School Safety Guidebook and Emergency Operations Plan EXAMPLE PAGE 13*

[Here is an example.](https://drive.google.com/a/wego33.org/file/d/1PqzAS8xIsdC6WYu5G_IUxEJ1cqLAnYxB/edit?disco=AAAACrEtYGU)

***Record of Distribution***

*The record of distribution, usually in table format, indicates the title and the name of the person receiving the plan, the agency to which the recipient belongs (either the school office or, if from outside the school, the name of the appropriate government agency or private-sector entity), the date of delivery, and the number of copies delivered. Other relevant information could be considered. The record of distribution can be used to prove that individuals and organizations with specific roles have acknowledged their receipt, review, and/or acceptance of the plan. Copies of the plan can be made available to the public and media without sensitive information, in accordance with public records laws.*

***Purpose***

*To provide for the protection of children and staff in the event of a natural or human-caused emergency or disaster by ensuring coordination and cooperation with local and County government (e.g. emergency responders).*

***School Board Policy Statement***

*To show the plan operates within the framework of the school board policy.*

## II. Concept of Operations

*This section is designed to give an overall picture of how the school will protect the students, staff, and visitors, and should*

* *Identify those with authority to activate the plan (e.g., school administrators, department heads);*
* *Describe the process by which the school coordinates with all appropriate agencies, boards, or divisions within the jurisdiction;*
* *Describe how plans take into account the architectural, programmatic, and communication with individuals with disabilities and others with access and functional needs;*
* *Identify other response and support agency plans that directly support the implementation of this plan (e.g., city or county EOP, school EOPs from schools co-located on the campus);*
* *Explain that the primary purpose of actions taken before an emergency is to prevent, protect , and mitigate the impact on life or property;*
* *Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and*
* *Explain that the primary purpose of actions taken after an emergency is to recover from its impact on life or property.*

***Scope***

This plan applies to all school employees and emergency responders

***Situational Overview***

*Description of School District*

* 1. *General Population, number of students, staff, and administrators*
	2. *Special needs population, number of potential students and potential needs in an emergency*
	3. *Building Information*
	4. *Hazard analysis consult your municipal and County EOP;* *Sample School Emergency Operations Plan(3/1) EXAMPLE PAGE 4* [Here is an example.](https://drive.google.com/open?id=1YlAs7_HMDXAhYCkJvB9NanEkxE7fVMaN&disco=AAAACpQmA0U)
	5. *Capability assessment consult consult your municipal and County EOP*
	6. *Mitigation Overview consult your municipal and County EOP*

***National Incident Management System (NIMS)***

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

*This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.*

*According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds.*

***Implementation of the Incident Command System (ICS)***

The Incident Command System (ICS) will be used to manage all incidents and major planned events. The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.

***Initial Response***

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School Emergency Operations Plan, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

## III. Organization and Assignment of Responsibilities

*This section establishes the operational organization that will be relied on to manage the incident and includes:*

* *A list of the kinds of tasks to be performed by position and organization.*
* *An overview of who does what.*

*The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.*

***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 overall 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. The principal shall coordinate between the superintendent’s office and the Incident Commander.

***Incident Commander***

The Incident Commander responsibilities include:

* Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
* Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
* Determine whether to implement incident management responses as described more fully in the functional annexes in this document.
* Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
* 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 principal and other officials informed of the situation.

***Teachers***

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

Responsibilities 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, warnings, 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 student(s) 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. School staff will be trained and certified in first aid and CPR.

***Instructional Assistants***

Responsibilities 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 Nurse/Health Assistants***

Responsibilities include:

* Administer first aid or emergency treatment as needed.
* Supervise administration of first aid by those trained to provide it.
* Organize first aid and medical supplies.

***Custodians/Maintenance Personnel***

Responsibilities include:

* Survey and report building damage to the Incident Commander or Operations Section Chief.
* Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
* Provide damage control as needed.
* Assist in the conversation, use, and distribution of supplies and equipment.
* Keep Incident Commander or designee informed of condition of school.

***School Secretary/Office Staff***

Responsibilities include:

* Answer phones and assist in receiving and providing consistent information to callers.
* Provide for the safety of essential school records and documents.
* Execute assignments as directed by the Incident Commander or ICS supervisor.
* Provide assistance to the principal and Policy/Coordination Group.
* Monitor radio emergency broadcasts.
* Assist with health incidents as needed, acting as messengers, etc.

***Food Service/Cafeteria Workers***

Responsibilities include:

* Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
* Execute assignments as directed by the Incident Commander or ICS supervisor.

***Bus Drivers***

Responsibilities include:

* Supervise the care of students if disaster occurs while students are on the bus.
* Transfer students to new location when directed.
* Execute assignments as directed by the Incident Commander or ICS supervisor.
* Transport individuals in need of medical attention.

***Other Staff (e.g., Itinerant Staff, Substitute Teachers)***

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

***Students***

Responsibilities include:

* Cooperate during emergency drills and exercises, and during an incident.
* Learn to be responsible for themselves and others in an incident.
* Understand the importance of not being a bystander by reporting situations of concern.
* Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
* Take an active part in school incident response/recovery activities, as age appropriate.

***Parents/Guardians***

Responsibilities include:

* 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.
* Understanding their roles during a school emergency.

## IV. Direction, Control, and Coordination

*This section describes the framework for all direction, control, and coordination activities. It should explain*

* *The Incident Command Structure as used by the school;*
* *The relationship between the school EOP and the district, or the broader community’s emergency management system; and*
* *Who has control of the equipment, resources, and supplies needed to support the school EOP*.

## V. Information Collection, Analysis, and Dissemination

This section addresses the role of information in the successful implementation of the activities that occur before, during, and after an emergency.

* Identify the type of information that will be helpful in the successful implementation of the activities that occur before, during, and after an emergency, such as
	+ Before and during: weather reports, law enforcement alerts, National Oceanic and

Atmospheric Administration radio alerts, crime reports.

* + After: mental health agencies’ websites and hotlines, and emergency management

and relief agencies websites and hotlines assisting in all aspects of recovery.

For each of the identified types of information, provide answers to the following questions:

* What is the source of the information?
* Who analyzes and uses the information?
* How is the information collected and shared?
* What is the format for providing the information to those who will use it?
* When should the information be collected and shared?

[Here is an example.](https://safety-security.uchicago.edu/emergency_management/plan_overview/information_collection_analysis_and_dissemination/)

## VI. Training and Exercises

*This section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the district and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full scale community wide drills that realistically portray a crisis and show the role the school plays in school district and municipal planning. Sample School Emergency Operations Plan (3/11) EXAMPLE PAGE 28* [Here is an example.](https://drive.google.com/open?id=1YlAs7_HMDXAhYCkJvB9NanEkxE7fVMaN&disco=AAAACpQmJe8)

ISBE Required Drills (105 ILCS 128 Section 20. Number of drills; incidents covered; local authority participation)[Here is an example.](https://drive.google.com/file/d/111OOQhM9V_GZKg3gzGphrbrFfUkdU2G-/view?usp=sharing)

a) Three evacuation drills. Schools must conduct a minimum of 3 school evacuation drills to address and prepare students and school personnel for fire incidents during each academic year.

1) Fire department or fire district participation. One of the 3 school evacuation drills shall require the participation of the appropriate local fire department or district.

A) September 1. Each local fire department or fire district must contact the appropriate school administrator or his or her designee no later than September 1 of each year in order to arrange for the participation of the department or district in the school evacuation drill.

B) September 15. Each school administrator or his or her designee must contact the responding local fire official no later than September 15 of each and propose to the local fire official 4 dates within the month of October, during at least 2 different weeks of October, on which the drill shall occur. The fire official may choose any of the 4 available dates, and if he or she does so, the drill shall occur on that date.

C) Any other date. The school administrator, his or her designee and the local fire official may also, by mutual agreement, set any other date for the drill, including a date outside of the month of October.

D) Participation waived but strongly encouraged. If the fire official does not select one of the 4 offered dates in October or set another date by mutual agreement, the requirement that the school include the local fire service in one of its mandatory school evacuation drills shall be waived. Schools, however, shall continue to be strongly encouraged to include the fire service in a school evacuation drill at a mutually agreed-upon time.

E) Certify participation. Upon participation of the local fire service, the appropriate local fire official shall certify that the school evacuation drill was conducted.

F) Waive B), C) and D). When scheduling the school evacuation drill, the school administrator or his or her designee and the local fire department or fire district may, by mutual agreement before September 14, choose to waive the provisions of subparagraphs B), C) and D) of the paragraph 1).

2) Additional evacuation drills. Schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation suspicious items or bomb threats.

b) One bus evacuation drill. Schools must conduct a minimum of one bus evacuation drill. This drill must be accounted for in the curriculum in all public schools and in all other educational institution in this State that are supported or maintained, in whole or in part, by public funds and that provide instruction in any of the grades k-12. This curriculum shall include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills. All drills shall be conducted at each school building that houses school children.

c) Law enforcement drills. Within 90 days after the first day of each school year, schools must conduct a law enforcement drill to address a school shooting incident. Such drills must be conducted according to the school districts or private school’s emergency and crisis response plans, protocols, and procedures, with the participation of the appropriated law enforcement agency. Law enforcement drills must be conducted on days and times when students are normally present in the school building and must involve participation from all school personnel. Administrators or school support personnel may exempt students from the drill at their discretion.

1) Criteria. A law enforcement drill must meet all of the following criteria:

A) Local law enforcement participation. During each academic year, the appropriate local law enforcement agency shall contact the appropriate school administrator to request to participate in a law enforcement drill and may actively participate on-site in a drill.

A-5) The drill shall require an on-site participation of the local law enforcement agency. If a mutually agreeable date cannot be reached between the school administrator and the appropriate local law enforcement agency, then the school shall still hold the drill without the participation from the agency.

B) Certify participation. Upon participation of a local law enforcement agency in a law enforcement drill, the appropriate local law enforcement official shall certify that the law enforcement drill was conducted.

2) Additional law enforcement drills. Schools may conduct additional law enforcement drills.

d) One severe weather and shelter-in-place drill. Schools must conduct a minimum of one severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents and may conduct additional severe weather and shelter-in-place drills to account for other incidents, including without limitation earthquakes or hazardous material.

## VII. Administration, Finance, and Logistics

This section covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan. This section should

* Identify administrative controls (e.g., budget and acquisition policies and procedures) and requirements that will be used to provide resources and expenditures accountability;
* Briefly describe how the school will maintain accurate logs of key activities;
* Briefly describe how vital records (e.g., student records) will be preserved (details may be contained in a Continuity of Operations [COOP] functional annex); and
* Identify general policies for keeping financial records, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.

[Here is an example.](https://rems.ed.gov/docs/Aims_CC_Administration_Finance_Logistics.pdf)

## VIII. Plan Development and Maintenance

*This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section should*

* *Describe the planning process, participants in that process, and how development and revision of different sections of the school EOP (basic plan and annexes) are coordinated before an emergency;*
* *Assign responsibility for the overall planning and coordination to a specific position or person; and*
* *Provide for a regular cycle of training, evaluating, reviewing, and updating of the school EOP.*

[Here is an example. Please see page 24.](https://www.tetoncountywy.gov/DocumentCenter/View/471/Emergency-Operations-Plan-PDF?bidId=)

ISBE Annual Review Report Form

[Here is the form.](https://drive.google.com/file/d/1RUzow76jVYS4FSApCxPig8MQkReP_lgq/view?usp=sharing)

Minimum Component Checklist

[Here is the form.](https://drive.google.com/file/d/1ZiwVSdb1wpIqpseezigIJRNfxgTMwdnB/view?usp=sharing)

## IX. Authorities and References

*This section provides the legal basis for emergency operations and activities, and includes*

* *Lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies; and*
* *Provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.*

Public Act 094-0600 (105 ILCS 128) School Safety Drill Act, was signed into law August 16, 2005. Its purpose is to have public and private schools review their school safety plans with first responders and to conduct specific school safety drills. [PA 094-0600 School Safety Drill Act. I](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=2735&ChapAct=105%26nbsp%3BILCS%26nbsp%3B128%2F&ChapterID=17&ChapterName=SCHOOLS&ActName=School%2BSafety%2BDrill%2BAct%2E). Establishes the minimum requirements and standards for schools to follow when conducting school safety drills and reviewing school emergency and crisis response plans and to encourage schools and first responders to work together for the safety of children. Communities and schools may exceed these requirements and standards. [Title 29 Part 1500 Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education: School Emergency and Crisis Response Plans.](https://www.isbe.net/Documents/1500ARK.pdf)Establishes the requirements for the annual review and updating of the protocols and procedures in each school’s emergency and crisis response plan that is required by Section 25 of the School Safety Drill Act [105 ILCS 128/25], including the review of each school’s compliance with the school safety drill requirements established in Section 15 of the Act [105 ILCS 128/15]. (<https://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx>)

#

# Functional Annexes

Each one of the following sections must be contained within your plan. Your plan should cover some basics that are provided by example in the links. Keep it simple this first time and commit to revising and updating this plan as required by federal and state guidelines every two years.

[Here is an example.](https://drive.google.com/open?id=1YlAs7_HMDXAhYCkJvB9NanEkxE7fVMaN&disco=AAAACqxZ4aY)

## These are the functions for the plans

 (this is a correction. Before 3/5/2020 this said ”Natural” and was in the wrong place - sorry. JJH 3/5/2020)

Instructions for the following 10. These are the steps you will take from the Basic Plan to work through the Threat and Hazard Specific Annexes.

### Communications

### Evacuation

### Shelter in Place

### Lockdown / Intruder / Run, Hide, Fight

### Accounting for all Persons

### Reunification

### Continuity of Operations

### Security

### Recovery

### Health and Mental

##

## Threat and Hazard Specific Annexes [**Here is an example.**](https://drive.google.com/open?id=1_p5OX9Cmoiy8FhJ9U9RiDMBYByrgDz9W&disco=AAAACq74aRM)

### Natural

#### Severe Weather

#### Tornado

#### Flooding

#### Earthquake

#### Contagious Disease

Human Caused[**Here is an example.**](https://drive.google.com/open?id=1FkeCOxV0Ns6QG9HGnczrdct3sIDc6NRd&disco=AAAACrHB148)

#### Hazardous Materials

#### Active Shooter

#### Bus Accidents

#### Loss of Utilities

#### Fire

#### Bomb Threat/Suspicious Items

#### Structural Failure

#### Nuclear power plant accidents

#### Mass Casualty Incident

#### Pandemic or Disease Outbreak

#### Student Threat Assessment

(Note from JJH on 3/5/2020 - we made an adjustment to this section and added a Technological section, which is part of best practices).

### Technological

#### Utility Failure

#### Information System Failures

1. Carbon Monoxide Alerts

#### Structural Failure

1. Hazardous Materials

Members of the ROE School Safety Task Force sub-committee are available for additional guidance and resources.

Michael Anders, Indian Prairie School District 204

Samuel Bentsen, Fenton Community High School District 100

Mark Bozik, Roselle Fire Department

John Heiderscheidt, School District U-46

Maureen Jones, Community Consolidated School District 89

Marjory Lewe-Brady,West Chicago Elementary School District 33

Brian Mowrer, DuPage County Sheriff’s Office

Dr. Michael E. Robey, DuPage County Regional Office of Education

Murray Snow, DuPage County Office of Homeland Security and Emergency Management

Russ Wood,Glenside Fire Protection District

Scott D Wuggazer, Community High School District 99

To join the ROE School Safety Task Force, please contact Dr. Darlene J. Ruscitti, druscitti@dupageroe.org