

Evacuation Sample Annex: A Fictional Example for Schools Before, During, and After an Evacuation



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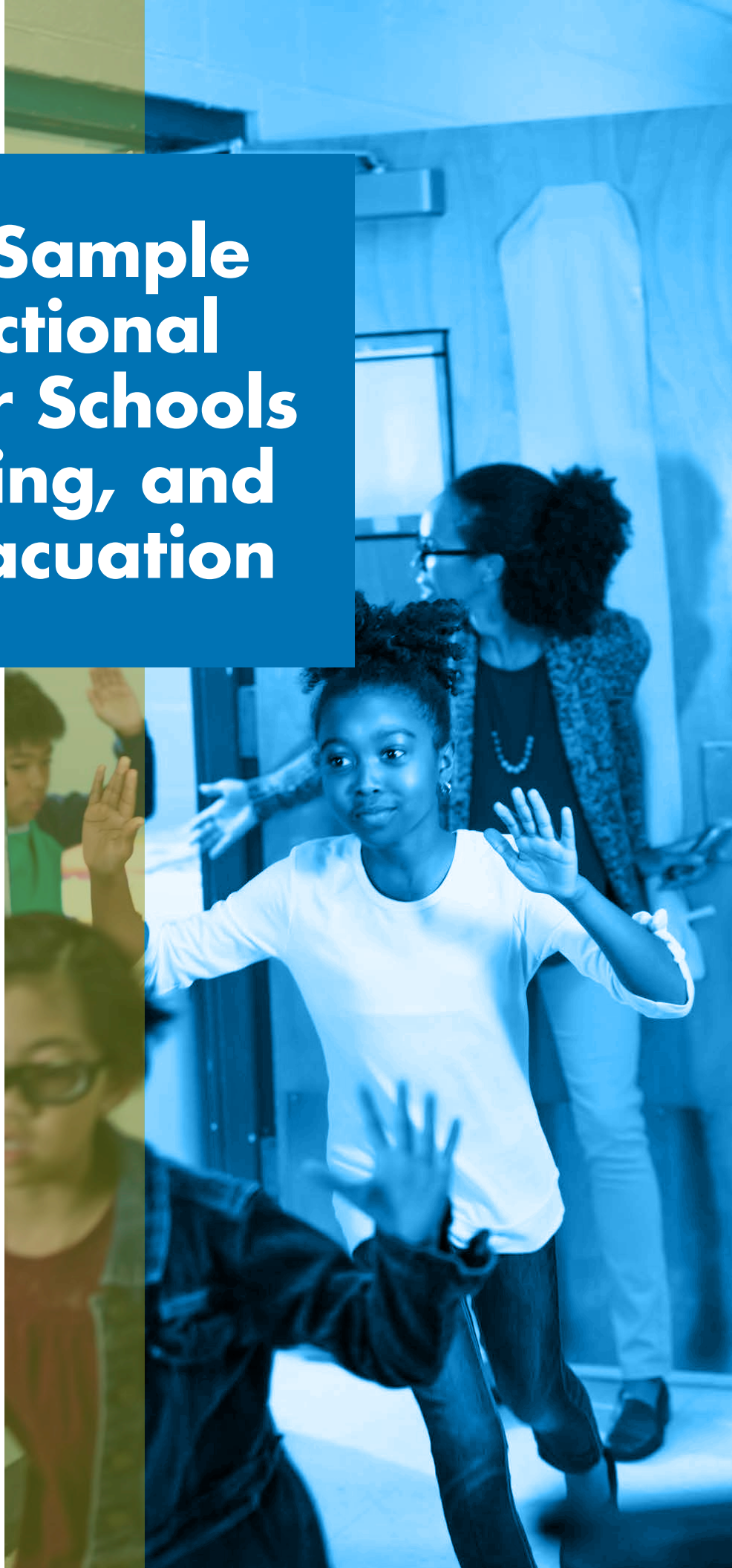


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Annexes are a critical component of any comprehensive, high-quality emergency operations plan (EOP). Functional annexes contain information about the activation of emergency management functions (cross-cutting activities that can be carried out in response to multiple different types of threats and hazards that impact a school). Functional annexes should ideally describe and outline goals, objectives, and courses of action that should be undertaken before, during, and after a specific emergency management function. The [Guide for Developing High-Quality School Emergency Operations Plans](#) recommends that school EOPs include functional annexes for at least 10 of the most common emergency management functions, one of which is evacuation.

This document presents a scenario and a sample Evacuation Annex from a fictional school. Intended to provide one potential example of the content, format, and structure of an annex, the following sample Evacuation Annex is a reference tool and should not be copied or used as a template. All annexes and appendices referenced within are fictional and are intended to illustrate the interconnectedness of a real plan.

SCENARIO

Several kinds of evacuations may be needed to address (1) specific hazards and threats, (2) the areas affected by a hazard or threat, and (3) the extent, severity, or immediacy of the hazard or threat, etc. Our sample Evacuation Annex applies to the following types of evacuations:

- Evacuate a classroom (or portions of a school) to an in-school buddy room or assembly area.
- Evacuate the playground/field to an in-school assembly area or an off-campus assembly area.
- Evacuate the school to an on-campus exterior assembly area.
- Evacuate the campus to an off-campus assembly area (walk or bus).
- Evacuate the bus to an exterior assembly area, or transfer persons to another bus. See the *School Bus Annex* for details on bus evacuations.

The following are actions to take before, during, and after an emergency requiring an evacuation. Every situation is different, so all of the courses of action may not be necessary for every evacuation. School administrators and staff will need to adjust their actions based on the emergency situation.

BEFORE AN EMERGENCY INVOLVING AN EVACUATION

GOAL

Be prepared to safely evacuate any area of the school or campus and meet basic needs throughout evacuation.

OBJECTIVES

- **Equip the whole school community to evacuate safely in a variety of hazard/threat scenarios and in different settings**
- **Be prepared to meet the physical, medical, psychological, and access/functional needs of the whole school community**

COURSES OF ACTION

School Administrator, in consultation with District Safety Office, community partners, Facilities Manager, special educators, and parents of students with access/functional needs.

1-2 Weeks Prior to the Start of the School Year

- **Identify Evacuation Routes**
 - Consider the different hazards and threats that could require an evacuation.
 - Consider different settings (classrooms, playground, entire school, campus).
 - Include evacuating an exterior area back to inside the building or to an off-campus assembly area.
 - Produce a campus map with primary and secondary routes.
 - Make plans for special evacuation needs (schools with multiple floors, people using wheelchairs, those with sensory challenges, etc.). Use the "Special Accommodations Form" for each individual person needing a plan.
 - Develop individual plans, train relevant staff on them, and place copies in the substitute teachers' folders.

School Administrator, in consultation with District Safety Office, teachers, local emergency response partners, Facilities Manager, District Transportation Director, and community partners.

2 Weeks Prior to the Start of the School Year

- **Establish Assembly Areas**
 - Identify in-school buddy rooms and large-group assembly areas.
 - Identify exterior on-campus assembly areas (primary and secondary).
 - Identify off-campus assembly areas (those within walking distance and those that require busing); make or update written agreements.
 - Produce a campus map with primary and secondary routes.
 - Add off-campus assembly areas to your "Emergency Response Team Roles and Responsibilities Form."

BEFORE AN EMERGENCY INVOLVING AN EVACUATION

School Administrator, in consultation with Health Assistant, Custodian, Facilities Manager, and Kitchen Manager (All Staff)

2 Weeks Prior to the Start of the School Year

- **Equip Staff to Meet Basic Needs**
 - Make/refresh go-kits with toilets, shelter/warmth, water/food. Refer to the “Go-Kit/Stay-Kit” chapter of the *Emergency Supplies Annex** for an inventory list.
 - Establish plan for evacuating with medications.
 - Distribute and maintain go-kits.
 - All staff must report missing items to school secretary, who will order and distribute supplies.

School Administrator, in consultation with office staff

Week Prior to the Start of the School Year

- **Account for Students**
 - Review process for evacuating with attendance/sign-in rosters.
 - Print emergency contact and student release lists. Keep updated lists in go-kit.
 - Update emergency contact and release lists quarterly.

Secretary

Week Prior to the Start of the School Year

- **Account for Students**
 - Print emergency contact and release lists.
 - Print updated emergency contact and release lists quarterly.

School Administrator

Before School Starts in the Fall

- **Conduct Training and Drills**
 - Develop training videos for (1) staff and for (2) students. Include instruction about psychological safety.



- Train all staff, using video and individual school/classroom customization, i.e., primary and secondary evacuation routes from individual rooms, etc.
- Establish an annual drill schedule that includes monthly evacuation drills. Identify different iterations of evacuation drills for each month, i.e. in a variety of settings, at different times of the day, primary and secondary evacuation routes, on-campus and off-campus assembly areas, and in response to different hazards or threats.
- Human Resources Department tracks required training for staff.

All Staff and Substitutes

Within First Week of the School Year and on a Monthly Basis

- **Conduct School Drills**
 - Train all students, using videos, and review individual school/classroom customization, i.e., primary and secondary evacuation routes, etc.
 - Conduct evacuation drills in a variety of settings and times and for different hazard/threat scenarios, following annual drill schedule.
 - Send training and drill reports to Central Safety Office.

DURING AN EMERGENCY INVOLVING AN EVACUATION

GOAL

Protect students and staff, and meet their basic needs.

OBJECTIVES

- **Immediately conduct a safe and complete evacuation.**
- **Assemble together, and account for the whole school community.**
- **Supervise students, and meet basic needs of the whole school community.**
- **Implement next steps, as needed.**

COURSES OF ACTION

Communicate: See the *Communications and Warning Annex*

- Notify staff and students. Provide instructions based on the situation.
- Call 911 (if needed).
- Notify Central Leadership and Facilities Manager.
- Consider a notification to families/public, depending on the situation.
- Provide ongoing/follow-up communications, as needed.

All Staff and Substitutes (or smaller groups of students/staff as specifically indicated)

- **Communicate**
 - Staff can independently implement an evacuation and provide instructions to those in their care, if needed due to their unique awareness of an urgent situation. For example, staff members can evacuate their classroom and send students to their designated buddy room if there is a dangerous situation in their room requiring an immediate response, and then notify the main office of the situation as soon as able.

- **Evacuate**
 - Evacuate the area (room, playground, school, campus). Be prepared to use alternative routes.
 - Assist those with access/functional needs. Follow established plans and adjust, as needed.
 - Bring go-kits, medications, emergency contact lists.
 - Go to designated assembly area. Be prepared to use alternate routes and/or go to secondary assembly area.



DURING AN EMERGENCY INVOLVING AN EVACUATION

School Emergency Response Team

- **Evacuate**
 - Immediately check assigned halls and common areas for anyone left in the building, and evacuate with them.
- **Account for and Tend to the Needs of the Whole School Community**
 - Account for the whole school community in the assembly area. Refer to the *Accounting for All Persons Annex* for protocols for accounting for the whole school community.
 - Distribute supplies as needed to meet basic needs in the assembly area.

Teachers

- **Account for, Supervise, and Tend to the Needs of Those in Their Care**
 - Assemble together, and account for all students, staff, visitors in the assembly area. Hold up RED card if you need help or have any extra people. Hold up GREEN card if you have accounted for everyone and do not need assistance.
 - Supervise and secure students at the assembly area until notified otherwise.
 - Tend to medical and other basic needs.
 - Reassure staff and students, and prepare for next steps.

School Administrator, in consultation with Central Leadership

- **Return/Further Evacuate/Release and Reunify**
- **Communicate Next Steps to Staff. These are possible next steps:**
 - Return to area (room, playground, school, campus) and continue instruction; or



- Further evacuate (off-campus, or to an alternate on-campus assembly area); or
 - Controlled release/reunify with families. See the *Family Reunification Annex*.
- **Debrief**
 - Debrief with staff and School Emergency Response Team after students have been released/reunified, and encourage self-care.
 - Ask staff for names of any students needing immediate check-ins. Assign staff to make evening calls to families.
 - Debrief with Central Safety Office.

AFTER AN EMERGENCY INVOLVING AN EVACUATION

GOAL

Restore a safe and healthy learning environment.

OBJECTIVES

- Ready the school to be reoccupied.
- Resume instruction as quickly as possible.
- Address psychological safety.
- Evaluate and refine plans.

COURSES OF ACTION

School Administrator and Facilities Manager, in consultation with fire officials, building inspector, public health officials, etc.

- **Assess, Clean up, and Repair**
 - Inspect the area evacuated for physical and environmental hazards/safety. Clean up and/or repair as necessary.
 - Refer to the “Physical and Structural Recovery” chapter of the *Recovery Annex*, and follow procedures for building inspection requirements such as fire, health, structural, and environmental inspections; clean up/repair the school or exterior grounds; and make decisions about reoccupancy.

School Administrator

- **Communicate**
 - Refer to the *Communications and Warning Annex*.
 - Communicate with staff about the plan for reoccupancy and continued instruction.
 - Provide staff with guidance about how to/whether to talk with students about the situation.



- Communicate with families as necessary to the situation (changes to instructional delivery/location, timing of reopening, transportation changes, etc.).
- **Resume Instruction**
 - Refer to the “Academics Recovery” chapter of the *Recovery Annex* for possible alternate education locations or temporary online solutions.

AFTER AN EMERGENCY INVOLVING AN EVACUATION

- Refer to the “Business Services Recovery” chapter of the *Recovery Annex* for options for transportation, food services, health services, etc.
 - **Provide for Psychological Safety**
 - Determine to what extent there is a need for psychological first aid services or individual counseling.
 - Refer to the “Health, Social, Emotional, and Behavioral Recovery” chapter of the *Recovery Annex*, and activate the Crisis Response Team if necessary.
 - Reassess as needed depending on the situation.
 - Debrief situation with students, if appropriate and as needed, to ready them to resume learning. Notify Administrator if individual students need extra support, using counselor referral form.
- School Administrator and School Emergency Response Team**
- **Evaluate and Refine Plans**
 - Invite all staff to provide feedback (staff meeting, electronic survey, anonymous folder, etc.) on what went well and where there were challenges. Meet with School Emergency Response Team, and evaluate the school’s response to the evacuation. Make adjustments to School Emergency Response Team’s roles and responsibilities as needed.
 - Update the *Evacuation Annex* as needed.
 - Communicate relevant updates to staff, students, and relevant parties.

Teachers

- **Resume Instruction**

- Continue teaching, and resume regular routines as soon as possible.

* References to other annexes, such as this reference to the *Emergency Supplies Annex*, do not refer to other sample annexes available from the REMS TA Center, but are instead meant to illustrate the interconnectedness of a real emergency operations plan. All sample annexes are fictional and represent fictional schools. These are for reference only and do not depict actual decisions made by collaborative planning teams. A true annex would reflect the unique characteristics, capabilities, resources, and policies of a school and its school district.

View more sample annexes on our Website at
<https://rems.ed.gov/REMSPublications.aspx>.





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