DISTRICT NAME

Emergency Operations Plan

Date

*List the schools covered by the plan*

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# Introduction

This School Emergency Operations Plan was developed in collaboration with district personnel, teachers and school support staff, county emergency management, fire, law enforcement, public health, mental health service providers, and other community partners.

*Include a brief summary of the planning team. Iowa Code requires emergency managers and law enforcement participate on the planning team. Additional members are at the discretion of leadership. Possible members may include*

*Superintendent*

*Principals*

*School board member*

*Emergency managers*

*Buildings and grounds keepers*

*Communications specialists*

*School safety officers*

*Nurse*

*EMS/Ambulance*

*Law enforcement*

*Fire department*

*Public health*

*Mental health*

*Transportation*

*Food service workers*

*Activities director*

*Public works*

*Teachers*

*Counselors*

*Building safety chairs*

*School secretary*

*Administrative assistants*

*Students*

*Parents*

*Special education teachers/assistants*

*The planning team should be small enough to permit close collaboration with community partners, yet large enough to be representative of the school, its population, and the community. Some team members may serve on the core planning team, while others participate in the development of specific annexes only.*

This plan provides guidance for response to likely threats and hazards identified by the planning team in an all-hazards approach. Response activities associated with specific threats and hazards are identified in the Annexes.

This plan has been recognized and approved by the following and is effective **(DATE):**

*The signatory page should include those individuals from your board, district, and school responsible for approval of the plan. These signatures confirm that the planning process included the partners identified in Iowa Code (emergency managers, law enforcement). The board may also choose to include other key members of the planning team. This includes, but is not limited to: Superintendent, Principal(s), County Emergency Management Coordinator, Fire Chief, Police Chief, etc.*

## Signatory Page

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## Approval and Implementation

This School Emergency Operations Plan operates within the framework of the **(NAME)** School Board policy. Any changes to this plan require approval of the Board and the District Superintendent or his/her designee. This plan supersedes all previous plans.

*There may be provisions under which formal approval is not required. For example, changes to less than 10% of the content may require signature by the Superintendent or designee only. Any such provisions should be identified in the Plan Development and Maintenance Section.*

## Record of Changes

All changes to this plan must be recorded.

| Change Number | Date of Change | Name | Summary of Change |
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## Record of Distribution

*Updated or revised plans must be distributed district-wide. This process should be updated in this section and may include a breakdown by school.*

| Title and name of person receiving the plan | Agency (school office, government agency, or private-sector entity) | Date of delivery | Number of copies delivered |
| --- | --- | --- | --- |
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# Purpose

The purpose of the **(DISTRICT NAME)** Emergency Operations Plan (EOP) is to outline the responsibilities and duties of school employees, students, and parents or guardians in an emergency. Development of this plan has been done in collaboration with community response partners to ensure coordinated stakeholder participation and to best utilize available resources. This planning effort, along with training and exercises, empowers everyone involved in an emergency to act quickly and knowledgably. The plan educates staff, faculty, students, parents, and other stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures all concerned citizens that **(DISTRICT NAME)**has established guidelines and procedures to respond to threats and hazards in an effective way.

This plan provides an all-hazards approach to dealing with incidents and is inclusive of all situations and student populations. The attached Annex provides a systematic approach to specific threats and hazards before, during, and after the incident. The Annex also includes guidelines for functional activities used in many different threat scenarios such as evacuation, reunification, lock-down, and shelter-in-place. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. **(DISTRICT NAME)** regularly schedules training and drills for faculty and students to assure adherence to these guidelines, improve response time, and evaluate performance.

*You may wish to discuss how this plan integrates into the structure of local plans and other contributing or related plans such as county hazard mitigation plans, public health, etc.*

# Scope

The **(DISTRICT NAME)**School Emergency Operations Plan outlines the expectations of faculty, staff, and administrators, defines the roles and responsibilities, identifies direction and control systems, identifies internal and external communications plans, outlines the frequency and types of training, and defines the roles and responsibilities before, during, and after an incident. This plan also includes references and authorities defined by federal, state, and local government mandates and identifies specific threats, hazards, and vulnerabilities.

*You may want to include a list of the specific vulnerabilities and types of incidents addressed by this plan. You may also want to provide definitions for the following either in this section, or in a separate glossary of terms:*

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Incident:** An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, tornadoes, public health and medical emergencies, and other occurrences requiring an emergency response. The **(INSERT TITLE)**shall have the authority to determine when an incident has occurred and when to implement the procedures contained within this Emergency Operations Plan.

*Reminder – when drafting the school-level plan, it may be the Principal that has the authority to determine when an incident has occurred.*

**Threat:** A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

**Vulnerability:** Characteristics of the school that could make it more susceptible to the identified threats and hazards.

# Situation Overview

*This section should identify physical, cultural, or environmental aspects that could impact response and implementation of this plan. Sufficient detail should be included to clearly identify these aspects and their potential impact on an emergency or subsequent response and recovery. This section should also identify dependencies on parties outside the school for critical resources.*

*Situations identified in the Fall 2015 statewide workshops include:*

***School Population***

*This section should provide a breakdown of the school population for each building including:*

* *Number of teachers and specialists*
* *Administrators*
* *Support staff*
* *Instructional assistants*
* *Cafeteria staff*
* *Maintenance and custodial staff*
* *Transportation staff*

*This section should also provide information on the following for each school site:*

***Geographical issues***

* + *Multiple jurisdictions/counties*
  + *Proximity to state border*
  + *Schools WGS*
  + *Proximity to water. Issues of flooding, bridges, etc.*
  + *Proximity to power plants (nuclear, ethanol, etc.) and chemical plants*
  + *Highway and road systems provide limited access to campus*
  + *Railroad tracks transporting hazardous materials*
  + *Distance from EMS services – impact of extended response time*

***Physical Aspects of the School***

* + *Age and architecture of the buildings*
  + *Number of buildings on campus*
  + *Size of the campus*
  + *Presence of adequate communication equipment/cell phone coverage*
  + *Inadequate number of buses and drivers*

***Social/Cultural issues***

* *Language barriers of students and parents*
* *Economic situations of impacted families. (i.e., parents may not have transportation to meet child at reunification site*
* *Religious beliefs*

*Situations regarding the capabilities of the response community may also be included as well as any institutional authorities or barriers that exist.*

*May be completed for each school in the district*

## **(NAME)** School

### School Population

**(NAME)** school’s current enrollment is approximately *(#)* middle-school students located in one, two-story building on campus. These students are supported by a staff and faculty that consists of: *(Insert the numbers for each school site covered under this plan)*

* # Teachers and specialists
* # Administrators
* # Office support staff
* # Instructional Assistants
* # Cafeteria staff
* # Maintenance and custodial staff
* # Transportation staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the Main Office. The master schedule is also collated in the appendix as a reference.

**(NAME)** School is committed to the safety of all students and staff with access and functional needs, which includes students/staff with:

* Limited English proficiency
* Blindness or visual disabilities
* Cognitive or emotional disabilities
* Deafness or hearing loss
* Mobility/physical disabilities *(permanent or temporary)*
* Medically fragile health (including asthma and severe allergies)

The School’s current enrollment of students with access and functional needs is **(INSERT NUMBER).**Staff requiring additional assistance is **(INSERT NUMBER).** Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms that contain students and staff requiring additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period on the master schedule. The list of students and staff names along with their schedules can be found in the appendix. Staff members that have been trained and are assigned to provide assistance during drills, exercises, and incidents are listed in the appendix.

### Building Information

*This section should describe the physical features of the school that may impact emergency operations or response capabilities.*

**(INSERT NAME***)* School is located on a 15-acre lot and includes three buildings, one baseball field, one football/soccer field, two tennis courts, and one staff parking lot. All classes take place in the main building on campus.

A map of the buildings, annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs is included in the appendix. All staff members are required to know these locations as well as hot to operate utility shutoffs.

A public address system works within the building, but does not exist on the exterior or on sports fields.

*This section should include a map of the school grounds, schematic of building interiors and any other maps or documents that assist responders in understanding the layout of the response area.*

### Geographical Issues

*This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.*

### Threat/Hazard Assessment Summary

**(NAME)** School is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The interior and exterior of all school buildings and grounds have been assessed for potential threats/hazards that may impact the health and safety of students, faculty, staff and property. Iowa Homeland Security and Emergency Management completed a site assessment on **(DATE)**to identify any circumstances in the school or near campus that may present unique problems or potential risks to people or property. These identified threats/hazards have been assessed by risk and likelihood and ranked accordingly.

*Include a list of completed assessments and the findings of each (behavior, risk, vulnerabilities, site, etc.) If the planning team completed the assessment tables and assigned priorities, those tables can be included here as well. A brief statement about each threat (flood, severe storm, fire, hazardous materials, active shooter, etc.) can also be included.*

## Resources

*If the district has established any memorandum of understanding with agencies or businesses in the community to assure access to resources during an event, those may be listed or referenced here.*

# Planning Assumptions

*The Planning Assumptions section identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the EOP. The assumptions indicate areas where adjustments to the plan may have to be made as the facts of the incident become known. The assumptions also provide the opportunity to communicate the intent of senior officials regarding emergency operations priorities.*

**(DISTRICT NAME)** may deviate from this EOP if the following assumptions prove not to be true during operations. The EOP assumes:

* Some emergency situations occur with little or no warning.
* A single site incident such as a fire, gas main breakage or hazardous materials exposure could occur at any time without warning. The employees of the school affected should not wait for direction from local response agencies before activating this plan and protecting lives and property.
* In a major catastrophe, the district and/or schools may need to rely on its own resources and be self-sustaining for up to 72 hours.
* Assistance from law enforcement, fire, and emergency managers will be available in serious incidents. However, the district and/or school must be prepared to carry out the initial response until this external assistance arrives. *In some rural locations, this may be an extended period of time.*
* In most cases, law enforcement or fire service personnel will assume Incident Command, or establish unified command, depending on the type of emergency.
* There may be numerous injuries of varying degrees of seriousness to students, faculty, and/or staff. Rapid and appropriate response will reduce the number and severity of injuries.
* Conducting regular drills and exercises on the threats/hazards identified in this plan can improve the districts readiness to respond to incidents and reduce incident-related losses.
* Incident management will be conducted in a manner consistent with the principles contained in the US Department of Homeland Security National Incident Management System documentation.
* An intentional threat against the District, a school, or a student will result in law enforcement and security response actions.
* A large-scale emergency requires an effective and coordinated response between all community stakeholders and partners and will help to reduce the impact of the emergency on students, faculty, and staff, minimize public concern, and assist in recovery efforts.
* Schools in the district shall coordinate their emergency actions with this plan.

*The above list is provided as an example only. The planning team should determine the assumptions that apply to their specific district.*

# Concept of Operations

The information provided in this section is designed to give an overall picture of incident management and explain the district’s overall approach to an emergency.

Priorities for incident management include:

* 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.

For the purpose of this plan, we define incidents, emergency, and disaster as:

**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 an all-hazards approach and may be activated in its entirety or in part, based on the specific needs of the emergency and by decision of district *(or school)* leadership. The emergency functions of agencies involved in emergency management will generally parallel normal day-to-day operations. Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency and/or redirected to accomplishment of emergency tasks by the district.

## Key Areas of Emergency Planning

In the event of an incident **(DISTRICT NAME),** will adhere to the six key areas of emergency planning and incident management, which include:

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 is vital to local jurisdictions.
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. **Preparedness** – Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.
5. **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.
6. **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services 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.

## National Incident Management System

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding all responding entities to work seamlessly before, during, and after an event, regardless of the cause, magnitude, location or complexity. This system ensures that those involved in incident response understand their roles and have the tools to be effective. The ultimate goal of NIMS is to protect and mitigate the impact on life or property.

**(DISTRICT NAME)** recognizes that staff and students will act as first responders in an incident. Adopting NIMS enables staff and students to respond more effectively and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

NIMS compliance for the district and schools includes completing the following:

* Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will complete IS-100.SCA: Introduction to Incident Command System for Schools.
* Complete NIMS awareness course IS-700 (Introduction to NIMS).
* Incorporation of the district EOP into the County Hazard Mitigation Plan.
* Train and exercise of the plan. All students and staff are expected to participate in training and exercising of the threat/hazard annexes and the functional annexes included in this plan. Each school is charged with ensuring the training and equipment for response and recovery operations are in place.

The Incident Commander at each school will be delegated the authority to direct all incident activities within the school jurisdiction. The Incident Commander will establish an incident command post and provide an assessment of the situation to the Superintendent, Principle, or other officials, identify incident management resources required, and direct on-scene incident management activities from the incident command post. If no incident commander is present at the onset of an incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

An incident warranting multi-jurisdictional resources and emergency response activities will employ the Unified Command Structure.

### Communication

Timely and effective communication is critical to an effective response and recovery. Direction on communications may be found **(ADD LOCATION).** Additional information may be obtained through the District.

*Details regarding the district communication plan may be added here. If a separate communication plan is developed, include a reference to that plan including version and date. The communication plan should reflect the resources and capacity of the district and include internal communication, communication with the media, and notification to parents/public.*

*A reference may also be made to any pre-drafted messages developed in response to the threat annexes included in this plan.*

### Initial Response

School personnel will most likely be first on the scene. 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 an emergency response agency with legal authority assumes responsibility. Faculty and staff will seek guidance and direction from the school district and local officials who will function under Unified Command.

The Superintendent is responsible for activation of the district-wide EOP. The school principal or designee is responsible for activation of the school EOP, including all necessary procedures to ensure the protection of life and/or property. The principal or designee will assign an Incident Commander based on who is most qualified for that type of incident.

*Add a list of designees and order of succession here*

# Organization and Assignment of Responsibilities

*The basic plan establishes the organizational structure that will be relied on to respond to an emergency. It includes a list of the kinds of tasks to be performed by position and organization, without all of the procedural details. When two or more organizations perform the same kind of task, one should be given primary responsibility, with the other(s) providing a supporting role. For the sake of clarity, a matrix of organizations and areas of responsibility (including functions) should be included to summarize the primary and supporting roles. Shared general responsibilities should not be neglected. The matrix might also include organizations not under school district control if they have defined responsibilities. Organization charts, especially those depicting how the Incident Command System or Unified Command System structure is implemented, are helpful. This section should also outline agency and departmental roles related to prevention and protection activities.*

## Organization

Emergency Management for **(DISTRICT NAME***)* is comprised of the following:

*(The following are examples and should be modify as applicable to your school or district)*

### Policy Group

### The Policy Group is comprised of the following:

* Superintendent
* School Board President
* Other

In complex incidents, the Policy Group will be convened at *(add location and alternative location)*. 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)

### School Site Safety and Security

The **(ADD POSITION NAME)** is responsible for *(list what this position is responsible for on a daily bases. It may include duties such as emergency management planning and operations for the school.)* Upon the activation of the EOP for a school incident, the **(ADD POSITION NAME)** assumes the role as *(list the role this position will assume),* unless delegated.

### District or School Departments

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

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 | Duties and Responsibilities |
| --- | --- |
| Transportation | Upon learning of an incident, the Transportation Coordinator/Director will report directly to the Incident Commander for assignment unless otherwise notified. |
| Operations |  |
| Business and Finance |  |
| Human Resources |  |
| Food and Nutrition |  |

## Responsibilities

### Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal 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. The principal shall coordinate between the policy group and the Incident Commander.

### 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, 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. School staff should be trained and certified in first aid and CPR.

### Instructional Assistants

Responsibilities include assisting teachers as directed.

### Counselors, Social Workers, and Psychologists

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 Nurses/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 conservation, use, and disbursement 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. (i.e., 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.

### Transportation/Bus Drivers

Responsibilities include:

* Supervise the care of students if disaster occurs while students are in 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 (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 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.
* Develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.

### Parents/Guardians

Responsibilities 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.
* Report any suspicious activities to the school that raises concern for the health and safety of students and/or staff.

# Direction, Control, and Coordination

*This section describes the framework for all direction, control, and coordination activities. It identifies who has tactical and operational control of response assets. Additionally, Direction, Control, and Coordination explain how multijurisdictional coordination systems support the efforts of organizations to coordinate efforts across jurisdictions while allowing each jurisdiction to retain its own authorities. This section also provides information on how department and agency plans fit into the EOP (horizontal integration) and how higher-level plans are expected to layer on the EOP (vertical integration)*

## Incident Command

The Incident Command System (ICS) organizational structure can be modified to adjust to 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 organizational structure expands as functional responsibilities are delegated.

This Emergency Operations Plan will be activated using implementation of the Incident Command System (ICS). When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.

The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership *(Principal, Superintendent, etc.)* has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities. These responsibilities do not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

* Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
* Oversees resource coordination and support to the on-scene command from an Operations Center.

## Incident Management

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

Establishes incident objectives and directs all response actions.

Provides strategic guidance and resource support

Planning Section

Logistics Section

Finance/Administration Section

Policy Group (Superintendent/ Principal)

Incident Command

Operations Section

**Organization Expansion**

Liaison Officer

Command Staff:

The Command Staff provide information, safety, and liaison services for the entire organization.

**Incident Command**

General Staff:

The General Staff are assigned functional authority for Operations, Planning, Logistics, and Finance/Administration.

Safety Officer

Operations Section

Finance/Admin Section

Planning Section

Public Information Officer

Logistics Section

The School/District 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 authority of the first-responder community (i.e. emergency requiring law enforcement or fire services, etc.), Command will transition to the appropriate agency and a Unified Command structure will be formed. In the event there is a transfer of command, a briefing between individuals transferring command shall occur.

## Incident Command Post

Every incident must have some form of an Incident Command Post. The 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. The ICP also provides a location where operations may be conducted under the Incident/Unified Command System (ICS).

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.
* Provides an on-site headquarters for the Incident Commander, Command Staff, and General Staff.
* Serves as a field collection point for tactical intelligence and analysis.
* The Incident Command Post provides the initial securing of the perimeter of the area, coordinates the actions of the operating units, and remains operational during the field actions (rescue, response, recovery, etc.) as required.

## 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. 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.

The first staff person on scene will assume the role of Incident Commander until a more qualified individual can assume command. School-related responsibilities and duties include:

* Exercise the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources.
* Establish an Incident Command Post (ICP) and 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.
* Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
* 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 Principal.
* 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 in the appropriate Functional Annex 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 Executive/Senior Leadership and 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.

The Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within Unified Command. Each Incident Commander is responsible for overseeing the actions of their individual agencies. For example, within Unified Command, law enforcement would not tell school personnel how to manage activities associated with threat/hazard or functional annexes (i.e. parent-student reunification, etc.). The following occurs under Unified Command:

* The Incident Commander, through the Incident/Unified Command System, coordinates the actions of their responding unit on the scene.
* Advises School Leadership and the District of needs that may include resources or personnel from other departments/schools as required.
* Isolates the incident site and maintains control of the inner and outer perimeters.
* Establishes tactical communications and designates a primary radio channel.
* Facilitates tactical planning and contingency planning.
* Briefs first responder personnel.
* Designates a staging area for supporting agencies.
* Ensures documentation of decisions and activities.
* Provides situational updates to the Policy Group.
* Approves requests for additional resources or for the release of resources.
* Approves additional alerts as needed.
* Establishes immediate priorities.
* Coordinates any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate).
* Determines security boundaries.
* Performs other duties as required by the situation.
* Ensures the completion of an incident After Action Report (AAR).

## 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.
* Prepare periodic briefings to Executive Policy Group on public information activities and submit draft press releases for review and approval.

*The public information officer may also lead a working group on the development of pre-event messages***.**

## 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 include:

* Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an Incident Action Plan.
* Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
* Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
* Provide access to psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
* Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
* Document all activities.

*As needed, Strike Teams described in the following table may be established within the Operations Section:*

| **Strike Team** | **Potential Responsibilities** |
| --- | --- |
| Search and Rescue Team | Search and Rescue Teams search the entire school facility, entering only after they have checked for signs of structural damage and determined that it is safe to enter. SR Teams are responsible for ensuring that all students and staff evacuate the building, or it is unsafe to move an individual, that their location is documented so professional responders can locate them easily and extricate them. Other responsibilities include:   * Identifying and marking unsafe areas * Conducting initial damage assessment * Obtaining injury and missing student reports from teachers |
| First Aid Team | First Aid Teams provide triage, treatment, and psychological first aid services. Other responsibilities of the First Aid Team include:   * Setting up first aid stations for students * Assessing and treating injuries * Completing the master injury report   Note: The Logistics Section provides first aid to responders. This team is dedicated to students, faculty, staff, or visitors. |
| Evacuation/Shelter/Care Team | Evacuation, shelter, and student care includes accounting for students, protection from weather, providing for sanitation needs, and providing food and water. Other responsibilities include:   * Accounting for the whereabouts of all students, staff, and volunteers * Setting up a secure assembly area * Managing sheltering and sanitation operations * Managing student feeding and hydration * Coordinating with the Student Release Team * Coordinating with the Logistics to secure space and supplies |
| Facility Security Response Team | The Facility Security and Response Team is responsible for:   * Locating all utilities and turning them off, if necessary * Securing and isolating fire/hazmat * Assessing and notifying officials of fire/hazmat * Conducting perimeter control |
| Psychological and Emotional Support Team | The Psychological and Emotional Recovery Team is responsible for:   * Assessing need for onsite mental health support * Determining the need for outside agency assistance * Providing onsite intervention/counseling * Monitoring well-being of school Incident Management Team, staff, and students, and reporting findings to the Operations Section Chief |
| Student Release Team | Reunification refers to reuniting students with their parents or guardians in an efficient, safe, and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:   * Setting up secure reunion area * Checking student emergency cards for authorized releases * Completing release logs * Coordinating with the Public Information Officer on external messages |

## 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

## 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. This function may involve a major role in an extended incident.

Additional responsibilities include:

* Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
* Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
* Document all activities.

### Sources and Use of Resources

**(DISTRICT NAME)** will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance by means of written or contractual agreement*:*

*List all formal agreements such as MOU’s and the resources each organization will provide.*

Examples:

* First aid kit and sanitation supplies
* Counseling services
* Food/water supplies
* Security

## Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, 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.
* Develop a system to 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/or school district management offices may assume responsibility for these functions.

An important component of the EOP is a set of interagency agreements with various city/county agencies to aid timely communication. These agreements help coordinate services between the agencies and **(DISTRICT NAME).** Various agencies and services include county emergency management agency, law enforcement, county health department, fire departments and EMS services. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

# Information Collection, Analysis, and Dissemination

*This section describes the critical or essential information common to all operations identified during the planning process. It identifies the type of information needed, the source of the information, who uses the information, how the information is shared, the format for providing the information, and any specific times the information is needed. School/District prevention and protection assets must develop the Information Collection, Analysis, and Dissemination section in close cooperation with school departments and local support agencies such as, law enforcement, fire, emergency management, utilities, insurance agencies, transportation, etc. The contents of this section may be incorporated into the plan as an annex, if needed.*

## Types of Information

Before, during, and after an incident, school officials will assign administrative staff to monitor the weather, local law enforcement alerts, and crime reports daily. This information will be shared with school Principals with any immediate actions required identified.

# Training and Exercises

The development of the EOP training and exercise schedule is key to the success of a school or district’s ability to respond to an emergency. It is imperative that all school faculty and staff have a general understanding their role and responsibilities and are trained on all standard operating procedures and guidelines associated with emergency response. Training and exercises provide the opportunity to increase understanding and implementation of these protocols.

*The plan should identify the position responsible for each of the following items.*

* EOP training opportunities shall be incorporated into the annual school calendar.
* Review and update (if necessary) of the EOP shall be incorporated into the annual school calendar.
* Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to staff and ensuring opportunities to attend and participate in EOP training and exercise activities.
* Working with response agency partners, HSEEP compliant exercises will be conducted to train staff and evaluate the adequacy of the EOP. Following HSEEP procedures, an After Action Report (AAR) and the Improvement Plan (IP) for each exercise shall be developed and documented appropriately.

# Administration, Finance, and Logistics

*This section may include identification of resources in a general sense as well as guidelines for acquisition. Check the county hazard mitigation plan for assistance and consistency with accessing community resources.*

*This section should include:*

* *References to Mutual Aid Agreements: Written agreements between organizations, either public or private, for reciprocal aid and assistance in case of disasters too great may be dealt with unassisted.*
* *Authorities for, and policies on augmenting staff by reassigning public employees and soliciting volunteers, etc.*
* *General policies on keeping financial records, reporting, 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.*

*For the purposes of potential insurance, local, state, or federal assistance, or reimbursement, identify the process for which school or district event documentation is tracked. For example, Financial Management may issue a project number for the incident response effort, and may disseminate the project number for use by all school or district departments participating. This project number would be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any emergency or disaster requiring a substantial response effort.*

*It is helpful if the processes for tracking expenses and resources are consistent with day-to-day operations.*

# 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 “levels” of the EOP (basic plan, annexes, and standard procedures) are coordinated during the preparedness phase*
* *Assign responsibility for the overall planning and coordination to a specific position.*
* *Provide for a regular cycle of training, evaluating, reviewing, and updating of the EOP. (See the Training and Exercises section)*

The **(DISTRICT NAME)** EOP integrates with school and district policy and procedures and a number of stakeholder EOPs or guidelines. The District EOP utilizes existing program expertise and personnel to support prevention, protection, mitigation, preparedness, response, and recovery efforts. The EOP is structured according to the *Guide for Developing High-Quality School Emergency Operations Plans* provided by the *Readiness and Emergency Management for Schools, Technical Assistance Center* and follows the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). In addition, the EOP utilizes the Homeland Security Exercise and Evaluation Program (HSEEP) to address response, training, exercises, equipment, evaluation, and corrective action practices.

**(DISTRICT NAME)** shall oversee or coordinate with applicable partners to conduct the following:

* The EOP shall be reviewed annually and modified as necessary by **(ADD POSITION/COMMITTEE)**
* The District EOP shall coordinate with external agencies that may be affected by EOP implementation, in an effort to ensure consistency and compatibility with 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.
* If updates of the EOP involve substantive changes, **(ADD POSITION/COMMITTEE)** will generate a draft document for distribution to relevant partners for review and comment. *(Districts may decide to allow for changes to the EOP without full review and signatures if the changes made reflect less than 10% of the content of the document.)*
* After a stakeholder review and comment period, the updated EOP will be submitted for final review and approval by individuals identified on the signatory page. The updated plan becomes effective upon completion of all signatures.
* Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP and all updates to staff.
* Each school identified in this plan is responsible for ensuring key staff has the opportunity to attend EOP training and exercise activities.
* The District will ensure EOP compliance with the applicable local, state, and federal laws and procedures.

# Authorities and References

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# Functional Annexes

## Evacuation

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Lockdown

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Shelter-in-Place

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Accounting for All Persons

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Communications and Warning

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Family Reunification

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Continuity of Operations (COOP)

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Recovery

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Public Health, Medical, and Mental Health

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Security

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| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Additional Functions]

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| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

# Threat- and Hazard-Specific Annexes

## Threat/Hazard:

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Threat/Hazard:

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| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Threat/Hazard:

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| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## 