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| **State of New Hampshire Department of Safety**  **Division of Homeland Security and Emergency Management** |
| School Emergency Operation Plan Outline |
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| *Multi-hazard Emergency Planning for Schools (G364)*  *Comprehensive Preparedness Guide 101* |
|  |
| **11/12/2015** |

**CPG Planning Process**

Set up a Planning Team

Understand the Situation

* Hazard violability Assessment

Determine Goals and Objectives

Plan Development

Plan Preparation, Review, and Approval

Plan Implementation and Maintenance

1. **Plan Sections**

**Basic Plan**

The Basic Plan provides an overview of the school’s approach to operation before, during, and after an incident. Addresses the overarching activities the school undertakes regardless of the threat or hazard

**Functional Annex’s**

Functional Annexes detail goals, objectives, and courses of action for functions that apply across threats and hazards.

**Hazard Specific**

Threat/hazard/incident-specific annexes detail goals, objectives, and courses of action for a particular threat, hazard, or incident type.

1. **Basic Plan**

**Cover Page**

**Promulgation Document**

* It gives both the authority and responsibility to organizations to perform their tasks. It should also mention those agencies/organizations that are responsible for their own procedures and or guidelines.

**Approval and Implementation Page**

* Introduces the plan and outlines its applicability's, and indicates that it supersedes all previous plans.
* It should include a delegation of authority by which modifications can be made
* It should include a date and be signed by senior officials, i.e. School Board Chair, SAU Superintendent

**Record of Revisions/Changes**

* Each update and change to the plan should be tracked and numbered
* Usually found in a table format with date, summary of the change's) made
* Initial or Signature
* New version number

**Table of Contents**

**Concept of Operations**

* Clarifies the purpose and explains the school’s overall approach to an emergency (e.g., what should happen, when, and at whose direction)
* CONOPS should briefly address direction and control, alert and warning that may be dealt with more fully in the functional annexes

**Organization & Assignment of Responsibilities**

* Broad roles and responsibilities of individuals during all emergencies
* Informal and formal agreements
* Pre-assigned and clarified
* Consistent with the   
  National Incident Management System (NIMS)
* Practiced frequently

**Direction, Control & Coordination**

* Provides a framework for all direction, control, and coordination activities.
* How the ICS will be used by the school
* Relationship with other emergency management systems
* Who has control of equipment resources, and supplies

**Administration, Finance Logistics**

* General support requirements
* The availability of services and support
* Policies for managing resources and recordkeeping

**Plan Development & Maintenance**

* Describes the planning process
* Assigns responsibility for overall planning and coordination to a specific person
* Provides for a regular cycle of training, evaluating, reviewing, and updating the EOP

**Basic Plan Continued**

**Authorities and References**

* Provides a legal basis for emergency operations and activities
* Includes laws, statutes, ordinances, executive orders, regulations, and formal agreements
* Provides a brief summary of the mandates

1. **Functional Annex’s**

**Seven Response Actions**

Drop, Cover, and Hold

* Is activated to protect students and staff from falling objects or items that may become “projectiles”

Secure Campus

* Is activated when it is necessary to protect staff and students from a threat from outside the school building

Shelter-In-Place

* Is activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material

Lockdown

* Is activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.

Evacuation

* Is activated when it is necessary for staff and students to exit the school building**.**

Reverse Evacuation

* Is activated when it is necessary for staff and students to enter the school quickly in order to avoid a dangerous or potentially dangerous situation outside the school.

Scan

* Response action is activated when it is necessary for staff to look around their area for any item which doesn’t belong there. Scan will be activated primary in the case of a Bomb Threat, but could be utilized for any situation that required the staff to look for an item which may cause harm

**Functional Annex’s continued**

**Communication /PIO**

* Internal Communications
* External Communication
* PIO

**Reunification**

**Behavioral Health**

**School Climate**

* Bullying
* Culture

**Continuity of Operation Plan (Coop)**

**Security**

1. **Hazard Specific**

**Pandemic**

**Active Shooter**

**MCI**

**Hazmat**

**Weather Related**

**Radiological Emergency Preparedness**

**Other**

1. **References:**

Readiness and Emergency Management for Schools Technical Assistance Center <http://rems.ed.gov/>

Colorado School Safety Resource Center <https://www.colorado.gov/cssrc>

I Love U Guys Foundation <http://www.iloveuguys.org/>