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| **State of New Hampshire Department of Safety**  **Division of Homeland Security and Emergency Management**    Suggested |
| School Emergency Operation Plan Outline |
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| *Multi-hazard Emergency Planning for Schools (G364)*  *Comprehensive Preparedness Guide 101(CPG 101)* |
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The Emergency Operation Plan (EOP) should have the following 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 Annexes** - Functional Annexes detail goals, objectives, and courses of action for functions that apply across threats and hazards.
* **Hazard Specific** **Annexes**- Threat/hazard/incident-specific annexes detail goals, objectives, and courses of action for a particular threat, hazard, or incident type.
* **Appendixes** – These appendixes could be any other plans that support managing and emergency in their school.

**RED text** = items required by RSA 189:64

**BLUE text** = items suggested to meet guidance outlined in the Comprehensive Preparedness Guide 101 (CPG-101)

**GREEN text** = items that we suggest schools to include in their EOP

**PURPLE** text = items required by FEMA, document NUREG-0654 for schools in EPZ

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| **The Basic Plan should include:** | **Yes** | **No** | **Remarks** |
| Cover Page |  |  |  |
| Promulgation Statement   * *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*   + *School Board Chair*   + *SAU Superintendent*   + *Fire Chief*   + *Police Chief*   + *Emergency Management Director (EMD)* |  |  |  |
| 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 changes) made* * *Initial or Signature* * *New version number* |  |  |  |
| Table of Contents |  |  |  |
| Purpose |  |  |  |
| Scope |  |  |  |
| Situational Overview |  |  |  |
| Planning Assumptions |  |  |  |
| Concept of Operations (CONOPS)   * *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* |  |  |  |
| Information, Collection, Analysis, and Dissemination |  |  |  |
| Testing, Training, and Exercises |  |  |  |
| Administration, Finance, and 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* |  |  |  |
| 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* |  |  |  |
| Definitions |  |  |  |

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| **Functional Annexes should include:** | **Yes** | **No** | **Remarks** |
| 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. While Scan is activated primary in the case of a Bomb Threat, it could be utilized for any situation that required the staff to look for an item which may cause harm* |  |  |  |
| Clear Hallways   * *Response action is activated when it is necessary for staff to keep the hallways clear and restrict movement of students and staff around the inside of the school. Normally used for medical type events or events that are not considered immediate threats but require limited movement internally* |  |  |  |
| Communication /PIO   * *Internal Communications* * *External Communication* * *PIO* |  |  |  |
| Behavioral Health |  |  |  |
| Security   * Physical * Cyber |  |  |  |
| School Climate   * *Bullying* * *Culture* |  |  |  |

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| **Hazard Specific Annexes** | **Yes** | **No** | **Remarks** |
| Pandemic Influenza |  |  |  |
| Winter Storm |  |  |  |
| Active Shooter |  |  |  |
| Earthquake |  |  |  |
| Medical Response |  |  |  |
| Bomb Threat |  |  |  |
| Radiological Response (If school is in Seabrook EPZ) |  |  |  |
| Structural Fire |  |  |  |
| Wildfire |  |  |  |
| Internal Hazardous Material Release |  |  |  |
| External Hazardous Material Release |  |  |  |
| Flood |  |  |  |
| Tornado |  |  |  |

Appendixes to the EOP that are suggested:

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| **Appendixes** | **Yes** | **No** | **Remarks** |
| Parent-Student Reunification |  |  |  |
| Continuity of Operations Plan (COOP) |  |  |  |
| Community Shelter |  |  |  |
| Voting Center |  |  |  |
| Medical Point of Distribution (POD) site |  |  |  |
| Job Aids |  |  |  |
| Checklists |  |  |  |
| Resource Lists   * Resource lists * Contact lists |  |  |  |

Additional considerations:

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| **Considerations & References** | **Yes** | **No** | **Remarks** |
| MOU with local law enforcement   * *As required under RSA 193-D Safe School Zones* |  |  |  |
| MOU with offsite evacuation location |  |  |  |
| Radiological requirement (if applicable) |  |  |  |
| RSA 189:64 |  |  |  |
| Fire Marshal Bulletins |  |  |  |

Notes:

1. EOP development should be coordinated with local emergency response agencies, community emergency management director (EMD), SAU leadership, and other schools in the SAU.
2. Ensure functional needs students and staff requirements are incorporated in the planning process.
3. As a reminder, plans are required to be reviewed and updated annually, then submitted to NH Dept. of Education by September 1st of each year.

**Planning Process**

**As outlined in CPG-101**

1. Set up a Planning Team
2. Understand the Situation - Hazard violability Assessment
3. Determine Goals and Objectives
4. Plan Development
5. Plan Preparation, Review, and Approval
6. Plan Implementation and Maintenance