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Woodland Heights School

225 Winter Street
Laconia, NH 03246

EMERGENCY OPERATIONS PLAN (EOP)

2021/2022

Version 1.0

This template provides guidance that can be used by your district and schools in developing or revising each site's own comprehensive EOP. The template may be used in its entirety or in part. Districts and schools should work together to adapt the template to their own unique needs.

The process of developing, implementing, and maintaining a viable all hazards response capability is derived from the Federal Emergency Management Agency (FEMA). FEMA developed the Comprehensive Preparedness Guide (CPG) 101, Version 2 November 2010, which includes key elements of a viable EOP that have been incorporated in this template. All schools in the State of NH are required to have an EOP, per RSA 189:64.

New Hampshire Homeland Security and Emergency Management (HSEM) has adopted an EOP template from the CPG 101 Version 2. This format supports key elements of a viable school EOP. Although we have chosen this particular format to use as our template, CPG 101 offers a variety of formats that you may select from for your school EOP.

Notice to Users: All text that is ***italicized and in green font*** is meant to be an explanation of the purpose and intent of the subsequent section and is not part of the document.

In the current format, this template is public information; however, districts and schools should be aware of the need to protect specific emergency planning information.

An EOP contains policies and procedures to follow before, during, and after an emergency. The EOP integrates emergency preparedness activities into one document. It is the focal point for school planning and preparedness procedures which encompass whole community planning and the inclusion of people with disabilities and others with access and functional needs. Planners should also take into account any pre-school or post school activities as they work through the development of their plan.

Additional tools to aid in developing and implementing an EOP may be found at https://www.fema.gov/media-library/assets/documents/33599.

United State Education Department: Readiness and Emergency Management for Schools Technical Assistance Center ***http://rems.ed.gov***

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DISTRICT LEVEL SIGNATURE PAGE

Approval Signature: Steve Tucker,
Superintendent

District Name: SAU #30

Date: 9/22/21

Approval Signature: Heather Lounsbury
Chair, School Board

School Board Name: Laconia School Board

Date: 10/7/21

The following signatures appear in recognition of the coordination, collaboration, and document review with local partners.

Signature: Date: 9/22/21
(Emergency Management Agency)

Signature: Date: 10/6/21
(Public Health Department)

Signature: Date: 10/14/2021
(Law Enforcement Agency)

Signature: Date: 9/22/21
(Fire Services Agency)

INTRODUCTION

I.Promulgation Statement

The EOP and supporting materials are a guide to how a specific school conducts "all-hazards" response. To clarify, "all-hazards" events are typically associated with the following categories:

- **Natural Hazard -** These events are emergencies caused by forces extraneous to man in elements of the natural environment. (e.g., earthquake, flood, hazardous weather, public health emergency).
- **Technological Hazard** - These incidents involve materials created by man and that pose a unique hazard to the general public and environment. The jurisdiction needs to consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard, or are caused intentionally. (e.g., infrastructure/utility disruption, radiological, or hazardous material release).
- **Human-caused** - These are disasters created by man, either intentionally or by accident. (e.g., criminal or violent behavior, intruder, civil unrest, active shooter, terrorism).

More guidance on "all-hazards" planning may be found in Hazard Specific Annexes.

The EOP is written in support of emergency management and is built upon the National Response Framework (NRF) as a scalable, flexible, and adaptable coordinating structure to align key roles and responsibilities. This plan and its contents shall apply to all Pleasant Street School/Laconia School District administration, staff, students, and others participating in prevention, mitigation, preparedness, response, and recovery efforts. Furthermore, tasked organizations supporting EOP procedures shall maintain their own procedures and actively participate in the training, exercise, and maintenance needed to support this plan.

This plan is intended to capture specific authorities, responsibilities, and best practices for managing incidents from a serious, local incident involving the school or surrounding area, to large-scale community or regional events that could be catastrophic in nature. Most emergencies follow some recognizable build-up period during which actions can be taken to achieve an appropriate state of maximum readiness. General actions are detailed in the appropriate sections of this document; however, it is acknowledged that disasters are unique occurrences, which require specific resources dependent upon the type, nature, and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

This EOP was developed with the assistance of Woodland Heights School/Laconia School District staff and community partners. Planning participants who gave their time and expertise include:

Planning Team Member	Position	Municipality	Date
David Levesque	Principal	Pleasant Street School	
McKenzie Harrington-Bacote	Office of School Wellness	SAU	
Christine Blouin	Business Administrator	SAU	
Christine Gingerella	Project Extra	SAU	
Alison Bryant	Principal	Laconia Middle School	
Sean Heichlinger	Homeland Security & Emergency Management	State of NH	
David Bartlett	Assistant Principal	Laconia High School	
Steve Tucker	Superintendent	SAU	
Kirk Beattie	Chief	Laconia Fire Department	
Eric Johnson	Principal	Woodland Heights Elementary School	
Matt Canfield	Chief of Police	Laconia Police Department	
Bill Caruso	Facilities Manager	Laconia School District	
David Warrender	Director	Huot Tech. Director	

II. Approval and Implementation Page

This plan shall apply to all Woodland Heights School/Laconia School District students, faculty, staff and others participating in prevention, mitigation, preparedness, response, and recovery efforts. Furthermore, the EOP may be applied to any school-sponsored events, whether on or off property, and all public or private school-sanctioned activities.

The School/District Superintendent Steve Tucker shall be responsible for plan oversight and coordination with applicable stakeholders, such as law enforcement, emergency medical services, transportation, health department, fire services, emergency management, etc. This EOP is based on the "all-hazards" concept and plans for natural and man-made disasters and incidents. The plan is flexible and can cover incidents that only involve different parts of the plan or could involve the entire plan based on the specific emergency and decisions by school leadership.

This EOP and its supporting contents are hereby approved, supersedes all previous editions formerly referred to as the Laconia School District Emergency Plan and is effective immediately upon the signing of signature authority noted below.

Approval Signature: ____, Principal
School Name: ____
Date: ________________

Approval Signature: ____, Chair School
School Board Name: ____
Date: ________________

III. Record of Change

Change Number	Date of Change	Description of Change	Change Made By

IV. Record of Distribution

Date	Version	Name And Title	Department/Agency

BASIC PLAN

I. Purpose, Scope, Plan, and Assumptions

A. Purpose

The purpose of the Woodland Heights School/Laconia School District EOP is to outline the school's approach to emergency operations and to enable local, state, and federal coordination in addition to public/private support. It provides general guidance for emergency management activities. The EOP and its contents describe the school emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the EOP sections beyond the Basic Plan, or in attachments, may describe details of who does what, when, and how, or provides additional information in support of potential emergency response actions. The EOP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the school from natural, technological, and man-made hazards. The primary objectives are to save lives, protect public health, property and the environment, while reducing adverse psychological consequences and disruptions.

Although emergencies, disasters, and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the EOP provides a framework to enable the management of cascading impacts and multiple incidents as well as the prevention of and preparation for subsequent events.

The Woodland Heights School/Laconia School District EOP supports the school and the district general operating procedures. It is the responsibility of those referenced in this plan to integrate their departmental policy, procedures, and emergency management.

Additionally, the plan:

- Empowers employees in an incident to act quickly and knowledgably
- Informs students, faculty, and staff, and trains key stakeholders on their roles and responsibilities before, during, and after an incident
- Provides other members of the community with assurances that Woodland Heights School/Laconia School District has established policy and procedures to respond to incidents/hazards in an effective way
- Establishes intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations
- Provides guidance for emergency operations and the utilization of all available Woodland Heights School/Laconia School District and government resources for the protection of lives, property, and the continuance of school operations in an emergency

B. Scope

It is the school's Building Principal who is the responsible authority to direct the response involving an incident occurring on school property, or at any Woodland Heights School/Laconia School District sponsored or sanctioned event.

This EOP shall apply to all Woodland Heights School/Laconia School District) students, faculty, staff, visitors, and others participating in prevention, mitigation, preparedness, response, and recovery efforts. An incident or event influencing Woodland Heights School/Laconia School District may also affect the surrounding community; therefore, this plan shall support community emergency operations and any supporting Memorandums of Understanding (MOU) and/or Memorandums of Agreement (MOA).

This EOP applies to incidents and/or events of all sizes, including those that exceed the school response services and capabilities that may result in activation of the local emergency operations center. MOUs/MOAs in coordination with additional support requested from local, state, and federal entities may be activated.

This EOP outline the following: expectations of faculty and staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability of the EOP; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and response/recovery for Woodland Heights School/Laconia School District

C. Situation Overview

Woodland Heights School/Laconia School District is a stakeholder in the local and state disaster risks. The school/district is exposed to hazards which have the potential for disrupting the school community and causing widespread damage and casualties. Such hazard exposure may include geographic location, population concentration (to include demographics)*, buildings, rail, air and highway traffic. Other risk factors may include: floods, tornadoes, terrorist activities, fires, explosions, transportation accidents, pandemic and other infectious diseases, shooting, school collapse, bomb threats, hostage situation, utility outage, neighborhood disturbance, food poisoning, armed intruder, etc.

Woodland Heights School/Laconia School District participated in the hazard analysis process, utilizing local resources, such as emergency management, law enforcement, fire services, local health department, and private entities, where applicable, to determine the threat and risk for the school.

For information on Woodland Heights School/Laconia School District demographics, building information, threat and risk, please see www.laconiaschools.org or 39 Harvard Street, Laconia, NH 03246.

To enhance capability and mitigation efforts, Woodland Heights School/Laconia School District is a signatory on local emergency management plan, which may be found at the following location(s) School Administrative Unit, 39 Harvard Street, Laconia, NH 03246. Capabilities to be able to respond to the most likely hazards were assessed by the school and the surrounding emergency management community. Collectively, measures are in place to address these hazards through the following relationships and resources:

- The school works with the law enforcement, local health department, fire services and emergency management staff of the following city: Laconia and/or county of Belknap on a regular basis. A cooperative working relationship and team approach between the school and municipal governments for emergency response is seen as a major responsibility for which the school supports. Prevention, protection, response, and recovery capability consideration, along with the adequate training, equipment, and personnel needs, are coordinated.
- The school is dependent upon the local municipalities for fire suppression and rescue services, major hazardous material response capabilities, EMS, bomb squad response, public health guidance, law enforcement tactical responses, support from emergency management, and assistance in emergency operations staffing.
- The school maintains staffing resources, or has written agreements in place, that may provide the following services: CPR and counseling support by school staff.

The Woodland Heights School/Laconia School District has assigned the following staff to address emergency preparedness: School Nurse (Student Care), School Secretary (Communications), School Counselor (Reunification). In addition to supporting the Laconia Police Department and the Laconia Fire Department, the school has adopted and supports FEMA emergency management practices, protection, prevention, mitigation, preparedness, response, and recovery in their planning process, and is committed to developing and exercising plans in addition to training and exercising with local populations.

D. Planning Assumptions

The Woodland Heights School/Laconia School District EOP is based on the following planning assumptions and considerations as presented in this section:

- Any employee of Woodland Heights School/Laconia School District may be tasked by this EOP
- School officials and representatives recognize their responsibilities for the safety and well-being of students, staff, and visitors, and assume their responsibilities in the implementation of this EOP
- External resources may be requested to assist the school
- In most cases, law enforcement or fire service personnel will assume Incident Command, or establish a unified command, depending on the type of emergency
- Incident management activities will be initiated and conducted using the Incident Command System (ICS), contained in the National Incident Management System (NIMS)

- Outside assistance will likely be available in most emergencies affecting the school. Although this plan defines procedures for coordinating such assistance, it is essential for the school to be prepared to carry out disaster response and short-term actions on an independent basis in the event that the incident is community or region wide
- It is possible for a major disaster to occur any time and any place in or near the school. In some cases, timely dissemination of warnings and increased readiness measures may be possible. However, many disasters may occur with little or no warning
- Proper implementation and understanding of these procedures through training and exercising will reduce or prevent disaster-related losses
- Emergencies on the school grounds may involve multiple responding departments and agencies including, but not limited to, local law enforcement, county health department, fire services, emergency management, environmental health and safety, emergency medical services, and appropriate school, city, county, state, and federal agencies
- Other schools operating on the Woodland Heights School/Laconia School District property shall coordinate their emergency actions with this EOP.

II. Concept of Operations (CON OPS)

A. General

It is the responsibility of the school to protect life and property from the effects of emergency situations within its own jurisdiction. Woodland Heights School/Laconia School District has the primary responsibility for initial emergency management activities. Concept of Operations information located in this section is designed to give an overall picture of incident management. It will primarily clarify the purpose and explain the school's overall approach to an emergency (i.e., what should happen, when, and at whose direction.)

Top priorities for incident management are to:

- 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

To assist in delineating levels of response, the following terms have been provided, but it is of the utmost importance that terminology is used that is acceptable and applicable to your individual school, district, and response community. An emergency, as used in this plan, is defined as a range of situations from an incident to a major disaster. It includes the following:

- **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 the "all-hazards" concept and is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership. The school Concept of Operations is that the emergency functions of various departments and agencies involved in emergency management will generally parallel normal day-to-day functions or operations. Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency. The efforts that would normally be required for those functions will be redirected to the accomplishment of emergency tasks by the school.

The Woodland Heights School/Laconia School District EOP addresses preparedness activities embedded within the key areas of emergency planning. (CPG 101 v.2, pg. 1-8)

B. Emergency Planning and Incident Management

In the event of an incident, the Woodland Heights School/Laconia School District will utilize these definitions (CPG 101, pgs. 1-8/1-10) that are predicated on an all-hazard approach. There is acknowledgement that most responsibilities and functions performed during an emergency are not hazard specific. Likewise, these procedures account for activities pre-incident, incident, and post-incident; consequently, key areas are noted as the following:

- **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.
- **Protection** – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, national security, public health and safety, economic vitality, and the protection of critical infrastructure and key resources (CIKR) which is vital to local jurisdictions.
- **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.
- **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.
- **Response** – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage and speed up recovery. Response activities include evacuation, rescue, and other similar operations.
- **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services to the school 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. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

C. National Incident Management System (NIMS)

NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrines, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

NIMS ensures that those involved in incident response and recovery understand what their roles are and have the tools they need to be effective. Additionally, NIMS:

- Defines incident response organizational concepts and structures
- Consists of procedures for managing personnel, facilities, equipment, and communications
- Is used throughout the life cycle of an incident (e.g., from threat to parent/student reunification)

NIMS components include:

- **Preparedness** - Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident. Preparedness involves an integrated combination of planning, procedures and protocols, training and exercises, personnel qualifications and certification, and equipment certification.

- **Communications and Information Management** - Emergency management and incident response activities rely upon communications and information systems that provide a common operating picture to all command and coordination sites. NIMS describes the requirements necessary for a standardized framework for communications and emphasizes the need for a common operating picture. NIMS is based upon the concepts of interoperability, reliability, scalability, portability, and the resiliency and redundancy of communications and information systems.

- **Resource Management** - Resources (such as personnel, equipment, and/or supplies) are needed to support critical incident objectives. The flow of resources must be fluid and adaptable to the requirements of the incident. NIMS defines standardized mechanisms and establishes the resource management process to:

    - Identify requirements
    - Order and acquire
    - Mobilize
    - Track and report
    - Recover and demobilize
    - Reimburse
    - Inventory resources

- **Command and Management** - The Command and Management component within NIMS is designed to enable effective and efficient incident management and coordination by providing flexible, standardized incident management structures. The structures are based on three key organizational constructs: The Incident Command System, Multiagency Coordination Systems, and Public Information.

- **Ongoing Management and Maintenance** - Within the auspices of Ongoing Management and Maintenance, there are two components: The National Integration Center (NIC) and Supporting Technologies.

The Woodland Heights School/Laconia School District has adopted NIMS and the use of the Incident Command System (ICS) in accordance with the Homeland Security Presidential Directive (HSPD) 5. Additionally, the U.S. Department of Education has provided guidance as to "key personnel," such as executive leaders, general personnel, Command Staff and Incident Commanders, to complete specific courses in order to meet organizational NIMS compliance.

Appropriate school staff will participate in NIMS preparedness programs, community collaboration and planning efforts, and participate in training and exercising of the EOP's procedures.

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities will be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS), a component of NIMS, will be used to manage all incidents and major school/district planned events. The school ICS approach will be used in all phases of incident management, including pre-incident incident, and post incident activities.

D. Activation Authority and Communication

The Steve Tucker and/or Amy Hinds are typically the responsible authority for directing emergency measures for the school or district and is/are provided the authority to activate this EOP David Levesque, Building Principal.

The Building Principal will obtain information on the nature of the incident and analysis of the situation and will make the determination of next steps and assume the role of, or delegate the role, of Incident Commander if the situation warrants.

An incident warranting multi-jurisdictional emergency response activities may employ the Incident/Unified Command System (ICS) structure.

Timely warnings of emergency conditions are essential to preserve the safety and security of the school or district community and are critical to an effective response and recovery. Direction on communications may be found at the Laconia Police Department and/or Laconia Fire Department Additional information may be obtained at the District level School Administrative Unit, 39 Harvard Street, Laconia, NH.

III. Organization and Assignment of Responsibilities

A. Organization

Emergency Management for Woodland Heights School/Laconia School District) is comprised of the following:

POLICY GROUP (DISTRICT)

The Policy Group is comprised of the following:

- Steve Tucker: Superintendent
- Mal Murray: School Board Chair
- Stacy Sirois: Policy Committee Chair
- Barbara Luther
- Heather Lounsbury

In complex incidents, the Policy Group will be convened at 39 Harvard Street and/or Laconia Police Department. 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 STAFF

The Superintendent is responsible for ***explanation for planners:*** *(list what this position is responsible for on a daily basis. 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 Superintendent assumes the role as ***explanation for planners:*** *(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	Departmental Duties and Responsibilities
1.	Transportation	Upon learning of an incident, the Transportation Coordinator/Director will report directly to the Incident Commander for assignment unless otherwise notified.
2.	School Administrative Unit	Upon notification of an incident at a school facility, activate the SAU District plan as it relates to communication, resource requests from the school, and decision making.
3.		
4.		
5.		

B. School Position Roles and Expected Actions

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 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.

INSTRUCTIONAL ASSISTANTS / PARAPROFESSIONALS:
Responsibilities include assisting teachers as directed.

OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS):
Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

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 students from the school nurse or person trained in first aid and 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

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.

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 others 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

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

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

IV. Direction, Control, and Coordination

A. Incident Command

The Incident Command System (ICS) organizational structure develops in a top-down, modular fashion that is based on 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 organization expands from the top down as functional responsibilities are delegated.

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the school EOP will be activated including the implementation of the 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.) is responsible for the incident. Along with this responsibility, by virtue of their position, these individuals have the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities.

Having the responsibility does not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

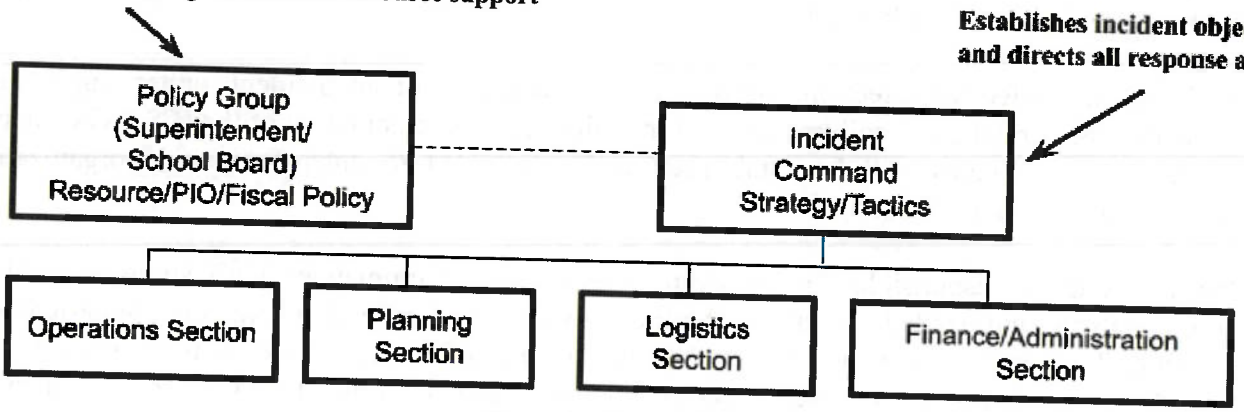
- Provides policy guidance on priorities and objectives based on situational needs and the EOP
- Oversees resource coordination and support to the on-scene command from an Operations Center

B. Incident Command System Chart

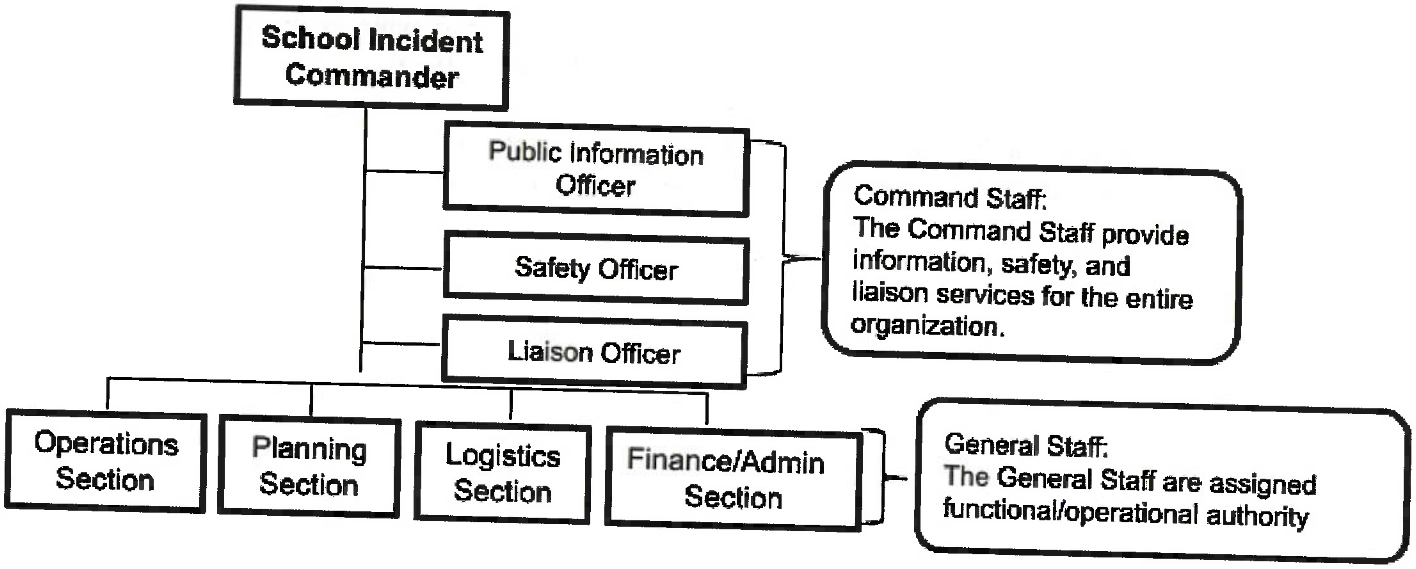
The school ICS may be organized into the following functional areas:

Provides strategic guidance and resource support

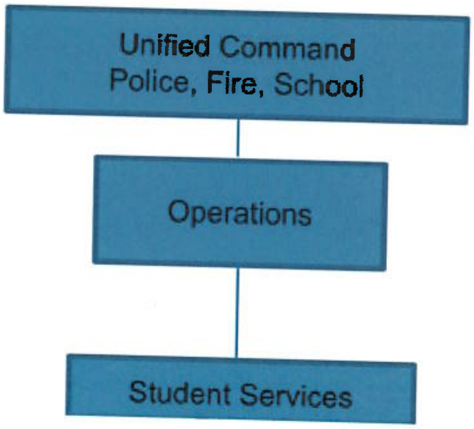
Establishes incident objectives and directs all response actions


Policy Group (Superintendent/ School Board) Resource/PIO/Fiscal Policy
Incident Command Strategy/Tactics
Operations Section
Planning Section
Logistics Section
Finance/Administration Section

Organizational Expansion


School Incident Commander
Public Information Officer
Safety Officer
Liaison Officer
Command Staff: The Command Staff provide information, safety, and liaison services for the entire organization.
Operations Section
Planning Section
Logistics Section
Finance/Admin Section
General Staff: The General Staff are assigned functional/operational authority

Sample Unified Command System Organizational Chart with First Responders


Unified Command Police, Fire, School
Operations
Student Services

Law Enforcement Branch
Search and Rescue Branch

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 authorities of the first-responder community (i.e. emergency requiring law enforcement or fire services, etc.), Command will transition, or form a Unified Command structure, upon the arrival of qualified first responders. A transfer of command briefing shall occur.

C. Incident Command Post

The Incident Command Post (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. Every incident must have some form of an ICP.

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 location for tactical-level on-scene incident command and management
- Is the on-site headquarters for the Incident Commander, Command Staff, and General Staff
- Serves as a collection point for tactical intelligence and analysis
- The ICP conducts all operations using the Incident/Unified Command System (ICS)
- The ICP 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

D. 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:

- Life Safety
- Protect Public Health
- Incident Stabilization
- Property and Environment Preservation
- Reduce Adverse Psychological Consequences and Disruptions

Additionally, the IC will manage the incident scene, and 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. School-related responsibilities and duties include:

- The first staff person on scene, or Building Principal will assume the role of Incident Commander until a more qualified individual can assume command
- The IC is delegated the appropriate authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources
- Establish an ICP and provide an analysis 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 ICP, establish the incident organization, and determine strategies to implement protocols and adapt as needed
- Document activities
- 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
- 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 more fully in the appendix in this document
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
- Work with EMS 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

E. 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.

Additionally, the Incident Commander within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage, i.e. parent-student reunification, etc., or tell the firefighters how to do their job.

The Incident Commander, through the Incident/Unified Command System, coordinates the following actions of responding community units to the scene:

- Advise school leadership and the district of needs that may include personnel recall from other departments/schools as required
- Establish immediate priorities
- Determine security boundaries
- Isolate the incident site and maintain control of the inner and outer perimeters
- Establish tactical communications and designate a primary radio channel
- Facilitate tactical planning and contingency planning
- Brief first responder personnel
- Designate a staging area for supporting agencies
- Ensure documentation of decisions and activities
- Provide situational updates to the policy group
- Approve requests for additional resources or for the release of resources (demobilization)
- Approve additional alerts as needed
- Ensure staff prepares an incident After Action Report (AAR)
- Coordinate any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate)
- Perform other duties as required by the situation

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.

Responsibilities may include, but are not limited to:

- Check in with the Incident Commander and receive a situation brief
- Assume the duties of the School Public Information Officer (PIO)
- 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

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.

Responsibilities may include, but are not limited to:

- 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 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 and access 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

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.

Responsibilities may include, but are not limited to:

- Assist the 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.

Responsibilities may include, but are not limited to:

- 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

FINANCE/ADMINISTRATION SECTION

This position oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, submitting documentation for reimbursement, and recovering school records following an incident.

Responsibilities may include, but are not limited to:

- 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 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 Laconia School District. Various agencies and services include county governmental agencies such as mental health, law enforcement, county health department, and fire departments. 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.

F. Source and Use of Resources

Woodland Heights School/Laconia School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members can be trained to assist if called upon and be available after an incident occurs. *The following organizations or agencies have agreed to be responsible for providing additional resources or assistance by means of written or contractual agreement:* Laconia Fire Department, Laconia Police Department.

Examples:

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

V. Information Collection, Analysis, and Dissemination

Information Collection, Analysis, and Dissemination

Essential information necessary for emergency operations identified in this EOP are recorded on Attachment 1 *(if Attachment 1 was not used, add actual process used)* and shared with all appropriate school and district departments and external partners including law enforcement, fire, and emergency management.

More in-depth information in this topic area is found in the following materials:

- *FEMA-428/BIPS-07/January 2012 Edition 2* - this primer focuses on a single facility type with a very specific occupancy and vulnerability
- *FEMA P-424, Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds (2010)* - addresses the protection of schools from school shooting or terrorist threats
- *BIPS 06 (Formerly FEMA 426), Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings* - deals with all building types and occupancies, and terrorism.

VI. Testing, Training, and Exercises

The development of the EOP Training and Exercise Plan is a key component of the school's ability to respond to an emergency situation. It is imperative that all school staff have a general understanding of what Woodland Heights School/Laconia School District role will be during an event and the expected response protocol, which is structured by National Incident Management System (NIMS), while also following the Homeland Security Exercise and Evaluation Program (HSEEP) guidance. Therefore, training and exercise opportunities will provide the required background and understanding of staff and response volunteers.

EOP training opportunities, as well as review of preparedness or response support materials, shall be incorporated into the annual Training and Exercise schedule and Workforce Development Plan. Training opportunities should be provided for those students, staff, faculty members who may have disabilities and others with access and functional needs.

Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend and participate in EOP training and exercise activities.

Working with response agency partners, HSEEP compliant exercises should be held to train school and response personnel and evaluate the adequacy of the EOP. Following HSEEP procedures, an After-Action Report (AAR) and an Improvement Plan (IP) shall be developed and documented appropriately for each exercise.

VII. Administration, Finance, and Logistics

Explanation for planners: *(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. If this section is expanded, it should be broken into individual functional annexes—one for each element).*

Consider adding a section covering general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources and adding items such as:

- *References to Mutual Aid Agreements: Written agreements between organizations, either public or private, for reciprocal aid and assistance in case of disasters, 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.*

VIII. Plan Development and Maintenance

Explanation for planners: *(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 SOPs/SOGs) 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)*

The EOP integrates with school and district policy and procedures and a number of stakeholder EOPs or guidelines. The school EOP utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post event consequences. The EOP is structured according to the Comprehensive Preparedness Guide (CPG) 101 (Nov 2010) while also following the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). Furthermore, the EOP utilizes the Homeland Security Exercise and Evaluation Program (HSEEP) to address response, training, exercises, equipment, evaluation, and corrective action practices.

The Superintendent shall oversee or coordinate with applicable partners the following EOP actions:

- The EOP shall be reviewed annually and modified as necessary by School Emergency Planning Committee
- The school EOP shall be coordinated with the district and external agencies that may be affected by EOP implementation in an effort to ensure consistency and compatibility of their 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 the organization and upkeep of the EOP includes process changes such as an EOP review, or a promulgation document designed to capture signature acknowledgement from each partner agency named within the document, the School Emergency Planning Committee will generate a draft document that will be sent to the relevant partners for review and recommendations
- After a review period and consideration of stakeholder comments, the document will be finalized and signatures obtained
- Final results of the reviews and any changes to the EOP shall be presented to the Laconia School Board for final approval before being adopted
- Each school unit or department identified as having a role in this EOP is responsible for communicating the content of the EOP to their staff and ensuring key staff has the opportunity to attend EOP training and exercise activities
- Ensure EOP compliance with the applicable local, state, and federal procedures

IX. Authorities and References

Authorities and References

This section provides the legal basis for emergency operations and activities. This section of the plan includes:

- *R.S.A. 189:64- Requires all schools within New Hampshire to have an EOP that is compliant with National Incident Management System and Incident Command System*
- *R.S.A. Section- 21-P: 52 Incident Command System Adopted. – There shall be a statewide incident command system based on the incident command system of the National Interagency Incident Management System. The commissioner of safety shall adopt rules pursuant to RSA 541-A to implement the statewide incident command system. The statewide incident command system shall be used in responding to any natural or man-made cause that requires emergency management by multiple agencies or departments within state and local government—Source. 2004, 106:1, eff. July 16, 2004*
- *R.S.A. 21-P:39 Local Organization For Emergency Management*
- *Pre-delegation of emergency authorities (i.e., enabling measures sufficient to ensure that specific emergency-related authorities can be exercised by the elected or appointed leadership or their designated successors)*
- *Provisions for COOP and COG (e.g., the succession of decision-making authority and operational control) to ensure that critical emergency functions can be performed*

Procedures within this document apply to Woodland Heights School/Laconia School District). The organizational and operational concepts set forth in these procedures are promulgated under the following:

Local

- ***Explanation for planners:*** *(insert any applicable local citations)*

State

- New Hampshire Revised Statutes Annotated 189:64 Title XV

Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707
- Emergency Management and Assistance, Code of Federal Regulations, Title 44.
- Superfund Amendments and Reauthorization Act of 1986, PL 99-499 (Title III, "Emergency Planning and Community Right-to-Know Act of 1986").
- Comprehensive Environment Response Compensation and Liability Act of 1980, PL 96510 (CERCLA or "Superfund").
- Homeland Security Act of 2002 (CIKR, Intro-2, CPG 101)
- Homeland Security Presidential Directive (HSPD) 5 and 8:
  - National Response Framework
  - National Incident Management Systems (NIMS)
- Occupational Safety and Health Administration (OSHA) Rule 1910.120
- Americans with Disabilities Act 1990 www.ada.gov
- Other federal civil rights laws

X. Definitions

Common Terminology: Using common terminology helps to define organizational functions, incident facilities, resource descriptions, and position titles.

Demographic profile: Marketers typically combine several variables to define a demographic profile. A demographic profile (often shortened to "a demographic") provides enough information about the typical member of this group to create a mental picture of this hypothetical aggregate.

Disaster Recovery Center (DRC): The Disaster Recovery Center is established by FEMA in partnership with state and local emergency management offices. Representatives from federal, state, local, and volunteer agencies are there to explain the assistance available and to assist victims in procuring it.

Emergency Alert System (EAS): A network of broadcast stations and interconnecting facilities which have been authorized by the Federal Communications Commission to operate in a controlled manner during a war, state of public peril or disaster, or other national emergency – as provided by the emergency broadcast system plan. Supersedes EBS (Emergency Broadcast System).

Emergency Management (EM): A framework for organizing and managing emergency protection efforts. Prevention, protection, mitigation, preparedness, response, and recovery – in the "all-hazards" approach.

Emergency Operations Center (EOC): Specially equipped facilities from which government officials exercise direction and control and coordinate necessary resources in an emergency.

Emergency Public Information (EPI): Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

Emergency Operations Plan (EOP): Contains policies and procedures to follow before, during and after an emergency. The EOP integrates emergency preparedness activities into one document. It is the focal point for school planning and preparedness procedures.

Emergency Situation: As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:

- Incident: A situation that is limited in scope and potential effects.
- Emergency: A situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
- 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.

Federal Emergency Management Agency (FEMA): The federal agency charged with development of an integrated emergency management system and with supporting emergency management and disaster assistance efforts at all levels of government. See: http://www.fema.gov.

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

- Human-Caused Hazard: A hazard that arises from deliberate, intentional human actions to threaten or harm the well-being of others. Examples include school violence, terrorist acts, or sabotage.
- Natural Hazard: A hazard related to weather patterns and/or physical characteristics of an area. Often natural hazards occur repeatedly in the same geographical locations.

- Technological Hazard: A hazard originating from technological or industrial accidents, infrastructure failures, or certain human activities. These hazards may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation, and often come with little to no warning.

Hazardous Material (HAZMAT): A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported. The substance, by its nature, containment, and reactivity, has the capability for inflicting harm during an accidental occurrence. It may be toxic, corrosive, flammable, reactive, an irritant, a strong sensitizer, and poses a threat to health and the environment when improperly managed. Included are toxic substances, certain infectious agents, radiological materials, and other related materials such as oil or other petroleum products and industrial solid waste substances.

Incident Commander (IC): The person responsible for the management of all incident operations. The IC is in charge of the incident site.

Incident Command Post (ICP): The location from which the Incident Commander oversees all incident operations. The ICP may be located outside, in a vehicle, trailer, or tent, or within a building. The ICP will be positioned at a safe distance from an accident site where the incident Commander, responders and technical representatives can make response decisions, deploy man power and equipment, maintain liaison with the media and handle communications.

Incident Command System (ICS): The combination of facilities, equipment, personnel, procedures, and communications operating with a common organizational structure, with responsibility for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident and/or event.

Continuity of Operations Plan (COOP): establishes guidance and procedures to ensure the resumption of essential functions in the event that an emergency or disruption incapacitates operations and/or requires the relocation of selected personnel and functions.

Local Emergency Planning Committee (LEPC): A group of representatives of government and private industry who coordinate Operations Plans for emergency conditions.

Lockdown: A procedure of locking classroom doors, covering windows, and moving all persons away from windows and doors during a situation involving dangerous intruders or other incidents that may result in harm to persons inside the school building.

Liaison Officer: A member of the command staff responsible for interacting with representatives from cooperating and assisting agencies.

Logistics Section: The section responsible for providing facilities, services, and materials for the incident.

Material Safety Data Sheet (MSDS): Document containing specific information on the safe handling of chemicals in the workplace.

National Weather Service (NWS): To provide weather and flood warnings, public forecasts, and advisories for all of the United States, its territories, adjacent waters and ocean areas, primarily for the protection of life and property. NWS data and products are provided to private meteorologists for the provision of all specialized services. See: http://www.nws.noaa.gov.

National Incident Management System (NIMS): Provide a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrines, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

Public Information Officer (PIO): A member of the command staff responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

Radio Amateur Civil Emergency Service (RACES): A radio communication service conducted by volunteer licensed amateur radio operators and used for providing emergency radio communications to local, regional, or state emergency management organizations. FCC 97.163(a).

Resources List: A current list of all resources (equipment, personnel, supplies) which can be used by emergency services in response to local disaster/emergencies.

Revised Statutes Annotated: Listing of N.H. State Laws passed by N.H. General Court.

Safe Zone: A geographical region beyond the warm zone where there is no suspected product contamination; often referred to as the cold zone or the outermost zone.

Shelter-In-Place: A procedure addressing the need to provide refuge for students, staff, and visitors within the school building during an emergency.

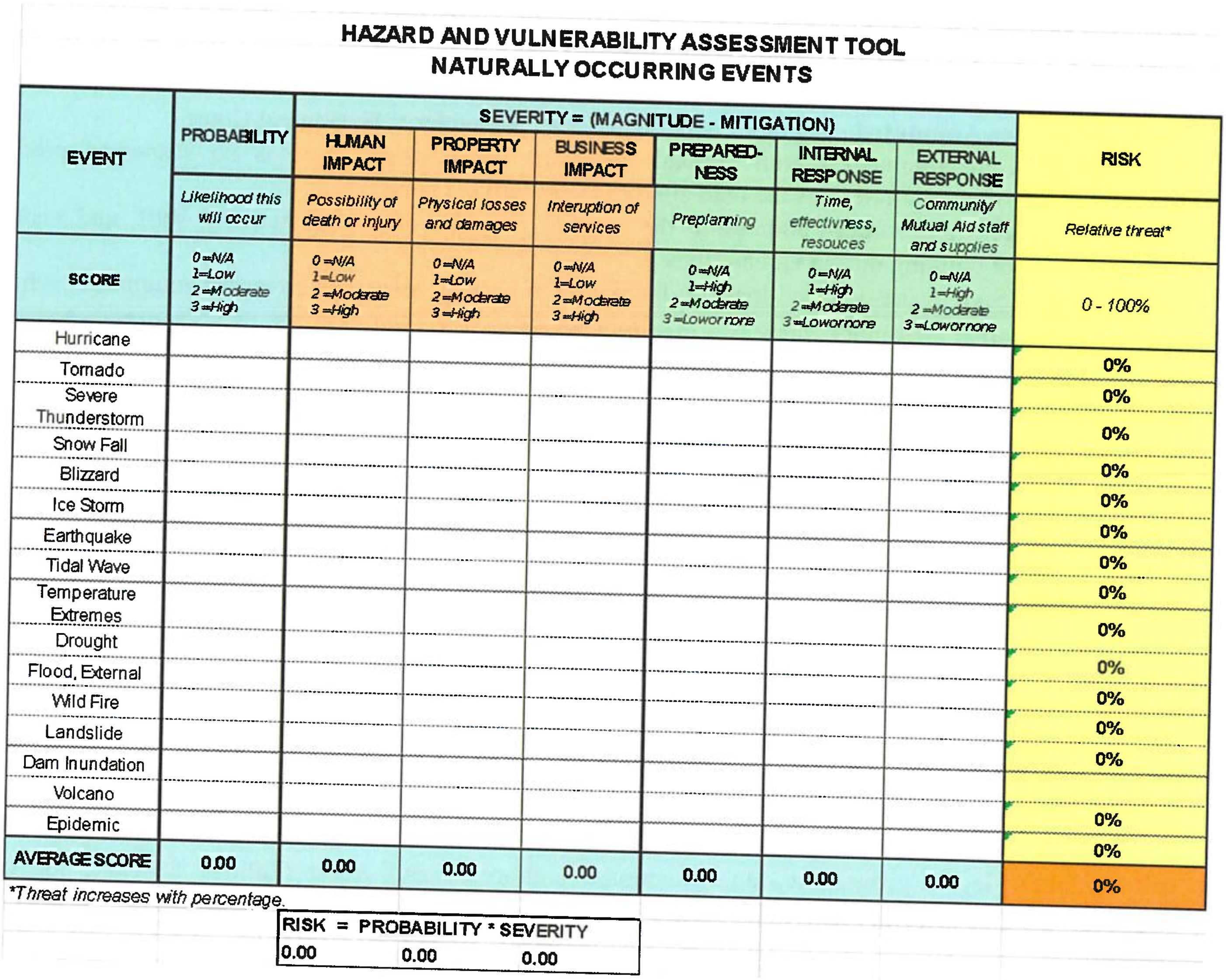
Staging Area (SA): A pre-selected location having large parking areas and cover for equipment, vehicle operators, and other personnel, such as a major shopping area, schools, etc. The SA provides a base for coordinated emergency operations, assembly of persons to be moved by public transportation to reception jurisdictions, a rally point for mutual aid, or a debarking area for returning evacuees.

Transfer of Command: The process of moving the responsibility for incident command from one Incident Commander to another is called "transfer of command." It should be recognized that transition of command on an expanding incident is to be expected. It does not reflect on the competency of the current Incident Commander.

Unity of Command and Chain of Command: Chain of command refers to the orderly line of authority within the ranks of the incident management organization. Unity of command means that every individual has a designated supervisor to whom he or she reports at the scene of the incident. These principles clarify reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident Commanders at all levels must be able to control the actions of all personnel under their supervision.

Unified Command: In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.

HAZARD VULNERABILITY ANALYSIS



HAZARD AND VULNERABILITY ASSESSMENT TOOL
NATURALLY OCCURRING EVENTS

EVENT	PROBABILITY	SEVERITY = (MAGNITUDE - MITIGATION)						RISK
		HUMAN IMPACT	PROPERTY IMPACT	BUSINESS IMPACT	PREPARED-NESS	INTERNAL RESPONSE	EXTERNAL RESPONSE	
	Likelihood this will occur	*Possibility of death or injury*	*Physical losses and damages*	*Interuption of services*	*Preplanning*	*Time, effectivness, resouces*	*Community/ Mutual Aid staff and supplies*	*Relative threat**
SCORE	*0 = N/A* *1 = Low* *2 = Moderate* *3 = High*	*0 = N/A* *1 = Low* *2 = Moderate* *3 = High*	*0 = N/A* *1 = Low* *2 = Moderate* *3 = High*	*0 = N/A* *1 = Low* *2 = Moderate* *3 = High*	*0 = N/A* *1 = High* *2 = Moderate* *3 = Low or none*	*0 = N/A* *1 = High* *2 = Moderate* *3 = Low or none*	*0 = N/A* *1 = High* *2 = Moderate* *3 = Low or none*	*0 - 100%*
Hurricane								
Tornado								**0%**
Severe Thunderstorm								**0%**
Snow Fall								**0%**
Blizzard								**0%**
Ice Storm								**0%**
Earthquake								**0%**
Tidal Wave								**0%**
Temperature Extremes								**0%**
Drought								**0%**
Flood, External								**0%**
Wild Fire								**0%**
Landslide								**0%**
Dam Inundation								**0%**
Volcano								**0%**
Epidemic								**0%**
AVERAGE SCORE	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0%**

*Threat increases with percentage.

RISK = PROBABILITY * SEVERITY

0.00 0.00 0.00

FUNCTIONAL ANNEXES

I. Drop, Cover and Hold Annex

A. **Purpose** - Activated to protect students and staff from falling objects, or items that may become "projectiles". Incidents that may require the activation of this response action include, but are not limited to; explosions, earthquakes, tornadoes, and unannounced severe wind events. In cases of an incident requiring the Drop, Cover and Hold response action, the following procedure should be adhered to by students and staff.

B. **Scope** - The Drop, Cover and Hold response action outline steps to be taken by staff and students to mitigate possible injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Drop, Cover and Hold response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan

D. **Specialized Procedures** - The following procedures will be implemented by staff and students when directed or when deemed appropriate or necessary by the situation:

i. Indoor Procedure - When indoors, students and staff should:

- Face away from windows
- Drop to the floor
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is not suitable furniture available, cover face and head with arms. If possible, face an interior wall
- Hold on to the furniture until directed to stop or when it is safe to do so
- Staff may have to evacuate or implement another response action as the situation dictates

ii. Alternate Indoor Procedure - During a tornado warning and if there is time move students and staff to a tornado area of refuge:

- Move to area of refuge
- Face an interior wall
- Drop and cover head with arms
- Wait for the all clear

iii. Outdoor Procedure (Earthquake) - When outdoors staff and students should:

- Move away from buildings
- Drop to the ground

- Cover face and head with arms
- When directed or when it is safe to do so, staff may implement other response actions as the situation dictates

II. Secure Campus Annex

A. **Purpose** - Activated when it is necessary to protect staff and students from a threat from outside the school building. Incidents that may require the activation of this response action include but are not limited to; a police chase near a school, and a direct or indirect threat to a school. In cases of an incident requiring the Secure Campus response action, the following procedure should be adhered to by students and staff.

B. **Scope** - The Secure Campus response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Secure Campus response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Specialized Procedures** - The following procedures will be implemented by staff and students when directed or when deemed appropriate or necessary by the situation:

i. Indoor Procedure - When indoors, students and staff should:

- Staff should close all windows and curtains if necessary
- Check that all exterior doors are closed and locked
- If necessary assigned staff will monitor all exits
- Continue normal academic functions unless informed to take another action or Secure Campus is terminated
- Depending on the situation all entry and dismissals should only be allowed through one point of entry which is monitored

ii. Outdoor Procedure - When outdoors staff and students should:

- Activate Reverse Evacuation (See Reverse Evacuation procedure)
- All outdoor activities should be cancelled

- Portable or temporary classrooms should Reverse Evacuate into the primary school building if they cannot be properly secured and/or communications cannot be maintained with the primary building

III. Shelter in Place Annex

A. **Purpose** - Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke, or nuclear material. Shelter-In-Place may be activated when there isn't enough time to safely evacuate a school to an off-site location, or as a precautionary measure while awaiting transportation resources to arrive. In cases of an incident requiring the Shelter-In-Place response action, the following procedure should be adhered to by students and staff.

B. **Scope** - The Shelter-In-Place response action procedure outlines steps to be taken by staff and students to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Shelter-In-Place response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Procedures*** - The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation. Students and staff should:

- Staff should close and lock all windows
- Check that all exterior doors are closed and locked
- Shut off heating and air-conditioning equipment and fans
- Close all vents that can potentially carry outside air into a building
- Vents that cannot be secured should be covered by utilizing duct tape and plastic
- Escort all students to the secure room(s) (If designated)
- Depending on the situation all entry and dismissals should only be allowed through one point of entry which is monitored
- Await further information
- Prepare for evacuation or other response actions

*NOTE: Every facility is different; therefore, each school building should be surveyed to determine the best area or areas for sheltering. For example: in some schools it may be best to shelter in the classrooms, while other schools may find that it is best to designate an individual room or rooms for sheltering. This Functional Annex should reflect the actions that will be followed for each facility.

IV. Lockdown Annex

A. **Purpose** - Activated when it is necessary to protect staff and students from a violent intruder or any other situation, such as a wild animal in the school, that would entail securing staff and students in their classrooms, common areas, or other rooms that are able to be locked. In cases of an incident requiring the Lockdown response action, the following procedure should be adhered to by students and staff.

B. **Scope** - The Lockdown response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Lockdown response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Specialized Procedures** - The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

i. Indoor Procedure - When indoors, students and staff should:

- Report to the nearest room
- Staff should move students so they cannot be seen
- Close and lock doors and windows
- Barricade entrances if necessary
- Cover the door window if necessary
- Shut off lights
- Remain quiet
- If the Fire Alarm sounds do NOT evacuate, but staff should be alert in case there is a fire and may have to take action such as Evacuate
- Wait for further instructions from trusted sources such as school staff or emergency personnel
- Be prepared to institute other response actions, as necessary
- If a staff member cannot get to a room or other interior area of refuge or the situation warrants, they may evacuate to the predetermined exterior area of refuge

ii. Outdoor Procedure - When outdoors staff and students should:

- Do not reenter the school building

- Immediately go to an exterior area of refuge

V. Evacuation Annex

A. **Purpose** - Activated when it is necessary for staff and students to exit the school building when the fire alarm activates or an incident in the building poses an unsafe environment. The following procedure should be adhered to by students and staff.

B. **Scope** - The Evacuation response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Evacuation response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Specialized Procedures** - The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

i. Fire Alarm Activation Procedure - When the school Fire Alarm system activates students and staff should:

- Exit the school by nearest and safest exit (do not stop to pick up coats or belongings)
- Gather at the designated meeting area
- Staff will take attendance
- Staff will observe students for signs of heat or cold exposure and other possible issues; any issues should be communicated to the Command Post
- Await further instructions

ii. Room by Room Evacuation - In some cases it may be necessary to evacuate a school one room at a time. In most situations the Fire Alarm would **NOT** be activated because this may lead to people transiting the area of danger. Two situations where this may be necessary are; an internal hazardous material spill and a hostage situation. Staff and students should;

- Evacuate the immediate area of danger

- Call E 9-1-1 (review your school's phone procedures, there may be additional numbers required to get an outside line)
- Staff should notify the office of the situation
- Evacuate adjacent rooms away from the danger area
- If Fire or Police are on site follow their instructions
- Gather at the designated meeting area if safe to do so
- Use secondary meeting area if primary is not safe
- Staff will take attendance
- Staff will observe the students for signs of heat, cold exposure or signs that they were exposed to the hazardous material; report any issues to the Command Post
- Await further instructions

VI. Reverse Evacuation Annex

A. **Purpose** - 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.

B. **Scope** - The Reverse Evacuation response action outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Reverse Evacuation response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Specialized Procedures** - The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

- If directed by school office, commence Reverse Evacuation immediately
- The first person aware of a situation directs students and staff to enter the building
- Walk quickly into the nearest entrance
- Notify the principal/office as soon as possible (if action wasn't initiated by the office)
- Report to a designated meeting area such as gym, cafeteria, or classroom
- Check for injuries
- Staff will take attendance
- Remain quiet and await further instructions

VII. Scan Annex

A. **Purpose** - Activated when it is necessary for staff to look around there area for any item which doesn't belong there. Scan will be activated primarily in the case of a Bomb Threat, but could be utilized for any situation that requires the staff to look for item or something which may cause harm.

B. **Scope** - The Scan response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

C. **Responsibilities** - To implement the Scan response action:

- All staff and students will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this response action

D. **Specialized Procedures -** The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

- Look around your room for anything you are unable to identify
- Scan: High, Middle and Low
- If something is found, evacuate to a safer area
- Do not use radios or cell phones if incident is a Bomb Threat
- Do not move, open, or touch a suspicious object
- If notified to evacuate the area or room, evacuate
- Notify the Command Post and describe the suspicious item
- Remain quiet and await further instructions

VIII. Communication Annex

Communications Procedure

A. **Purpose** - Communication is a critical part of incident management. This section outlines the school's communications procedures while supporting its mission to provide clear, effective internal and external communication between the school, staff, students, parents/guardians, responders, and media.

B. **Scope** - The communications procedure outlines steps to be taken to communicate information before, during, and after an incident.

C. **Responsibilities** - To implement the communications procedures all staff will be trained on the communications procedures in this annex.

D. **Specialized Procedures**

i. Before an Incident - Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff. The school will:

- Ensure staff is familiar with the mass notification system utilized by the SAU
- Be prepared to send mass emails at the direction of either the Public Information Officer or School Incident Commander
- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information
- Inform parents/guardians about the school's EOP, its purpose, and objectives. Information will be included in the school newsletter and a presentation delivered at parent's open house
- Identify parents/guardians who are willing to volunteer in case of an incident and include them in preparation efforts
- Be prepared with translation services for non-English speaking families and students with limited English proficiency
- Maintain (by the Principal's Administrative Assistant) a list of contacts for the major television and radio stations and websites

ii. During an Incident - Internal Communications - Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Call list:** A call list is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Response Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff) as instructed
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time

- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors

The Principal will notify the SAU office and will designate staff member(s) to monitor all communications.

iii. During an Incident - External Communications

The school will communicate with parents/guardians during an incident by:

- Disseminating information via text messages, radio announcements, TTY, and emails to inform parents about exactly what is known to have happened
- Implementing the plan to manage phone calls and parents who arrive at school
- Describing how the school and school district are handling the situation
- Providing information regarding possible reactions of their children and ways to talk with them
- Providing a phone number, website address, or recorded hotline where families can receive updated incident information
- Informing families and students when and where school will resume

The school will communicate with the media during an incident by:

- Designating a Public Information Officer
- Establishing an off-campus briefing area for media representatives
- Determining the need to establish or participate in a Joint Information Center
- Coordinating messages with the Principal and Policy Group
- Requesting all media contacts broadcast the school's external communications plans, including the information hotline for parents and guardians

The school employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the appendix.

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when community responders arrive on the scene to assume management of the incident under their jurisdiction.

iv. Rumor Control - In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the school will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated
- Designate and brief personnel answering calls to help control misinformation

- Conduct briefings for community representatives directly associated with the school
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled

v. After an Incident - After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, the school administrators will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible
- Conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information

After an incident, the staff/faculty teams will:

- Conduct a comprehensive analysis of the physical and operational recovery needs
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical)
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes
- Educate school personnel, students, and parents on available crisis counseling services
- Apprise the School Administrative Unit of recovery status

After an incident, the school district will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance
- Establish absentee policies for teachers/students after an incident
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms)
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans

vi. Communication Tools - Some common internal and external communication tools that the school may use include, but are not limited to, the following:

- **Standard telephone:** The school has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff en- route to or from a site
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district website
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance
- **Other communication assisted devices:** List devices such as TTY, video relay, etc. as applicable

IX. Behavioral Health Annex

A. **Purpose** - Addressing the psychological needs of students and personnel impacted by traumatic incidents at school or in the community is a critical element for enhancing resilience and promoting recovery. The field of Disaster Behavioral Health gained a strong foothold during the last 15 years, specifically following large scale disasters including the terrorist attacks that occurred on September 11, 2001, as well as Hurricanes Katrina and Rita that devastated the Gulf Coast in 2005. However, disaster assistance agencies recognized the importance of including a behavioral health response many years prior to September 2001. One example is the Robert T. Stafford Disaster Relief Act of 1974 that made federal funding available for the establishment of crisis counseling programs during federally declared disasters. Disaster Behavioral Health espouses several assumptions:

- No one who experiences a disaster is untouched by it, including responders
- Common traumatic stress reactions may impact physiological, behavioral, emotional, cognitive, and spiritual functioning
- Interventions serve the purpose of helping survivors cope with traumatic stress reactions with the possible outcome of preventing persistent mental health problems related to experiencing trauma
- Interventions are strengths-based and solution-focused
- Providers focus on normalizing traumatic stress reactions and avoid pathologizing or diagnosing reactions as "symptoms"

The following procedures provide guidance for developing and implementing a behavioral health response to traumatic incidents for the purpose of assisting students, staff, and families in their recovery processes

B. **Scope** - The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as social workers and counselors are required, whenever possible, to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts. In the event of a situation that necessitates recovery support from professionals, the (your school or SAU) shall reach out to the State Disaster Behavioral Health Response Team (DBHRT) organized by the New Hampshire Department of Health and Human Services (DHHS). The DBHRT can be deployed immediately to provide an organized response to individuals, families, communities, and responders affected by critical incidents and traumatic events.

C. **Responsibilities** - Specialized training is a critical element of successful development, implementation, and evaluation of a behavioral health response to emergencies and critical incidents. Within the school community:

- All staff will undergo training to learn how to recognize signs of trauma following critical incidents and when to provide referral for more specific follow up treatment as needed
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing traumatic stress reactions
- Parents/guardians will be offered tips (relevant handouts and guidance) about how to recognize signs of traumatic stress and when to seek additional support from mental health professionals

- Mental health experts will review and provide input into the school EOP and response or recovery efforts as needed

D. **Specialized Procedures** - The following procedures will be implemented by school personnel when directed by the head of the school or when deemed appropriate by the situation. Immediately following the news of a critical incident, the following considerations are recommendations for a school to address:

- Complete an analysis of the incident, impact, and resources
- Review checklists for Superintendent, Principal, Behavioral Health Response Team, and Public Information Officer (pre-developed checklists are available in the "Responding to Critical Incidents in Schools" plan, which can be located at http://www.nh.gov/safety/divisions/hsem/documents/school_plan.pdf)
- The school Superintendent should be on-site as a show of support and to personally thank staff for helping students make it through this difficult time
- Determine how the delivery of the news will happen in the school system. Individual classroom announcements to students following a teacher's meeting are recommended. Conversely, announcements over the loudspeaker or large assembly notifications are not recommended.
- Be certain to have sufficient support staff to assist in the support of the students, faculty and parents. This may include both an Internal Team (employees of the school system/district) and an External Team (such as DBHRT, Community Agencies).
- Set up designated rooms to provide emotional support for students and an Assistance Center for adults (parents and faculty)
- Determine how classes will be run
- Classroom of deceased – special considerations should be given to the teachers, students, and aides who were close with the deceased. Issues such as the decedent's personal belongings, desk, and locker need to be discussed. This can invite open discussion amongst students about how to honor the deceased.
- Be prepared for both students and staff asking to go home
- Ask staff to identify potential high-risk students and staff. Some examples may be those individuals who were close to the deceased or anyone who may have witnessed the death.
- Recognize that the media may want information. Recommendations for working with the media are included in Responding to Critical Incidents in Schools (previously referenced).
- Individual faculty assignments are recommended so that when the crisis occurs, faculty are reminded of their assigned roles and determine if they are able to perform these tasks. They may need to pass the task on to someone else.
- Have a telephone tree in place so that the communication flow happens smoothly, efficiently, and correctly. Consider activating the emergency alert system if applicable via phone/email, etc.
- Address use of cell phones and face book by students and possibly media to minimize rumors and inaccurate information
- Be aware of the emotional and physical wear that will occur this day. Remind students and staff to drink plenty of water and practice self-care techniques

- The State Disaster Behavioral Health Coordinator (603) 271-9454 can provide consultation about appropriate handout materials, support services, and which interventions might be appropriate at this stage. Requests for DBHRT assistance should be made by contacting the State Disaster Behavioral Health Coordinator.
- Prepare support materials for teachers and staff, and appropriate letters to go home with students. These handouts and sample letters can be adjusted to meet the specific needs of the school and the unique aspects of the critical incident. Inform staff and parents about the particular issues you are able to discuss and how the school is handling the incident. Include resources for immediate connections to external teams, clergy, or community agencies that may be of assistance.
- Determine if an Assistance Center needs to be established. The Assistance Center is a private, quiet area where parents and faculty can stop by to receive support, information, and ask questions.
- If necessary, designate a staff member to be the school contact for parents of impacted students (the family of an accident victim in critical condition, or the family of the deceased). This staff member can share information between the school and family.
- If needed, designate a staff member to coordinate volunteers and donations
- A brief staff meeting at the end of the day should be held to allow faculty to review the day, share information, resources, stress/grief reactions, and coping strategies.

E. Hospital/Funeral Arrangements

- Provide information about visitation and/or funeral arrangements (time, location, and customs)
- Excuse students and staff from school if funeral plans take place during school hours
- Encourage staff and students to provide support to the family as needed
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school as appropriate

F. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed
- If appropriate, donate any memorial items to charity
- Discuss and approve memorials with the School Board's consent

G. References

- Adapted from the FEMA Sample School Emergency Operations Plan, November 2013 www.isbe.net/safety/pdf/sample-sseop1113.pdf
- Disaster Behavioral Health Team, New Hampshire Department of Health and Human Services http://www.dhhs.nh.gov/esu/dbhrtnh.htm
- DBHART coordinator for behavioral health - Jennifer Schirmer:
  Office: 603-271-9454
  Cell: 603- 419-0074

Email: Jennifer.schirmer@dhhs.state.nh.us

- "Responding to Critical Incidents in Schools"
  A Behavioral Health Plan.pdf developed by members of the NH Disaster Behavioral Health Response Team (DBHRT) in an effort to address the issues related to school-based critical incidents and to complement existing School Emergency Response Plans
  http://www.dhhs.nh.gov/esu/dbhrtnh.htm

X. Security Annex

Security plans should include the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school
- How to make sure the building is physically secure (including implementation of "Crime Prevention through Environmental Design" [CPTED])

A. **Purpose** - These procedures have been developed to provide for initial security measures that can be taken prior to the arrival of local law enforcement assets in the event of an emergency action.

B. **Scope** - The procedures contained within the annex shall apply to all faculty members, staff, students, vendors, parents, and other visitors to the school facility or on school property.

C. **Responsibilities** - All faculty and staff shall be trained to provide initial security for their students and visitors. This may include monitoring ingress and egress doors, ensuring access control points are secured, monitoring video surveillance, and ensuring "911" or local law enforcement has been contacted as appropriate.

D. **Specialized Procedures** - The following procedures will be implemented by staff/faculty when directed by the head of school or when deemed appropriate by the situation.
   i. (Insert school/district specific language here)

XI. School Climate Annex

HARASSMENT, INTIMIDATION AND BULLYING

I. General Statement of Policy

All pupils have the right to attend school and school-sponsored activities that are safe, secure and peaceful environments. Pupils should be protected from all forms of physical, emotional and psychological bullying and cyber-bullying. Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

It is the intent of this policy to protect pupils from physical, emotional and psychological harm by addressing bullying and cyber-bullying of any kind in our district/school, and to prevent the creation of a hostile educational environment. All pupils are protected under this policy, regardless of their legal status. While this policy applies to pupils only, school district employees, regular school volunteers, coaches, and persons who have contact with pupils in connection with school classes, activities and programs have responsibilities for reporting incidents of bullying to school administration. Bullying and cyber-bullying outside of school activities or off school premises is subject to this policy as set forth herein.

II. Bullying, Cyber-bullying and Retaliation Prohibited

It shall be a violation of this policy to engage in, or influence others to engage in, the bullying or cyber-bullying of a pupil. It shall be a violation of this policy to engage in retaliation or false accusations against a victim, witness or anyone else who in good faith provides information about an act of bullying or cyber-bullying. There shall be disciplinary consequences or remediation or both for a person who commits an act of bullying or cyber-bullying, falsely accuses another of the same as a means of retaliation or reprisal, or otherwise violates this policy.

III. Definitions

Bullying means a single significant incident or a pattern of incidents, involving a written, verbal or electronic communication or a physical act or gesture or any combination thereof, directed at another pupil which:

- physically harms a pupil or damages the pupil's property;
- causes emotional distress to a pupil;
- interferes with a pupil's educational opportunities;
- creates a hostile educational environment; or
- substantially disrupts the orderly operation of the school.

Bullying shall include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

Cyber-bullying means bullying undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging and websites.

Perpetrator means a pupil who engages in bullying or cyber-bullying.

School property means all real property and all physical plant and equipment used for school purposes, including public or private school buses or vans.

Victim means a pupil against whom bullying or cyberbullying has been perpetrated.

HAZARDOUS SPECIFIC ANNEX

demic Influenza Annex

This functional annex deals with how the school will deal with a widespread flu event. Policies and procedures are outlined with the school nurse typically taking the lead in this annex.

A. **Purpose** - Activated when it is necessary to protect staff and students from a widespread outbreak of flu or other biological hazard.

B. **Scope** - The Pandemic Influenza response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Pandemic Flu Annex:
  - All staff will undergo training and participate in incident management training and drills
  - Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
  - Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

D. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

  i. School Nurse or Health Department Personnel - Staff should ensure that all surfaces are wiped clean with a disinfecting agent:
    - Report all absences to the appropriate reporting agency such as DP.H.S. or local health department
    - Provide information to students and staff relative to proper hygiene considerations
    - Utilize the CDC website for communicating instructions to students, staff, and parents on the epidemic or outbreak. **http://www.cdc.gov/flu/index.htm**
    - Maintain communication with the School Administration Unit (SAU) regarding any additional resources required
    - Activate the school EOP where appropriate

VII. Winter Storm

A. **Purpose** - Activated when it is necessary to protect staff and students from a winter storm that may have lasting effects on the school and the community. New Hampshire experiences blizzards (defined by the National Weather Service as wind speeds in excess of 35 m.p.h. with visibilities below ¼ mile for at least three hours), as well as other hazardous winter weather phenomena including, but not limited to, ice storms and snow squalls (short lived, intense snow events that can create whiteout conditions with little or no warning).

B. **Scope** – The Winter Storm Annex outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

C. **Responsibilities** - To implement the Winter Storm Annex:

- All staff will undergo training and participate in incident management training and drills
- Administration will work closely with the SAU to determine whether or not to cancel school or let students/staff release early
- Staff will review the policies and procedures in place to ensure transportation and communications systems are in place to support decision making
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

D. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

i. Principal/Assistant Principal -Shall implement the provisions of this annex if appropriate

- Maintain communication with the SAU regarding any additional resources required
- Activate the school EOP where appropriate
- Monitor the National Weather System Radio or Emergency Management notifications from the State of New Hampshire Department of Homeland Security and Emergency Management NH Alerts

XII. Active Shooter Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. An active shooter or armed assault on school grounds can involve one or more individual's intent on causing physical harm to students or staff. For the purposes of this annex the weapon may include a gun, a knife, a bomb or any other harmful device capable of inflicting injury or death. Should the Laconia High School/Laconia School District experience an active shooter, the School Commander or their designee will determine the appropriate course of action based on the credibility of the threat and other contributing factors including all known intelligence. For purposes of this annex, a School Commander can be any person of authority that has been given the authority to take a leadership role in an emergency situation. Generally, this person will be the highest ranking position within the school building but may be another based upon their availability. Safety is the main consideration for all decisions. Policies and procedures are outlined with the school Principal David Levesque typically taking the lead in this annex.

E. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from an active shooter or potential armed assault on school grounds.

F. **Scope** - The Active Shooter Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

G. **Responsibilities**

- All staff will undergo ALICE active shooter training and participate in incident management training.
- All staff will undergo training in the application of this procedure annually and be assigned roles relative to this annex.
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex
- Local Law Enforcement should review this annex and add expectations as needed.

H. **Specialized Procedures** – The Laconia school district follows ALICE protocols when dealing an active shooter. Staff are trained and recertified on an annual basis. The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation: Any staff member shall initiate this procedure upon notice of an Active Shooter or Armed Assault:

Administrators

- The School Commander or Administrator will announce a building-wide indicating Active Shooter and provide location and identity if possible
- The School Commander will direct Administrative Staff to call 9-1-1 giving name and location of the school, nature of the emergency, area of the school last seen, and actions taken by the school. Caller will remain on telephone to provide updates.
- The School Commander will direct any support staff outside to stop pedestrians and vehicles from entering school grounds until law enforcement arrives.
- The School Commander shall designate an alternate command post site if the primary is inaccessible.
- The School Commander or designee will brief arriving law enforcement.
- The School Commander or designee will assign a staff member to be liaison to emergency services.
- The School Commander or designee will notify the SAU as soon as practical and brief them on the situation and the steps taken.
- The School Commander or designee will initiate parent and media notification protocols.

Teachers

- Upon first notification of an armed assault, staff should immediately notify the school administrator and follow ALICE protocols. If possible announce building-wide the presence of danger. If the school commander cannot be promptly located, do not delay communicating the presence of an active shooter
- Clear students from the hallways and bathrooms outside the classroom immediately.
- Follow ALICE protocols and training in securing room, evacuation and defense of secured space.
- Close, lock and secure all doors (including connector doors) and windows, pull down the shades, and turn off the lights.
- Instruct students to get on the floor up against a solid wall and remain quiet.
- Make a determination if evacuation is the best option.
- Delay and deter entry to an intruder by barricading possible entry points.
- Situation will remain until given the "All Clear" by the School Commander or Law Enforcement in uniform.
- If an intruder is attempting entry then be prepared to take an alternative action should it become necessary:
  - This could mean a secondary means of egress
  - This could mean preparing to defend yourself
- Do not respond to the activation of the Fire Alarm unless smoke or fire is present then you will need to respond to the greater threat that is present.
- Teachers should comply with all commands from identified law enforcement.

Students

- Any information about a student having a weapon should immediately be reported to a teacher.
- Upon notification of a shooter, students should go to the closest classroom and seek refuge.
- Students should take direction from teachers as to what they are to do.
- If a student is alone or does not have a teacher present, the students should attempt to lock themselves in the room they are in, get out of from sight, and remain quiet.
- Students should comply with all commands from uniformed law enforcement.

I. **After the Incident/Recovery** - The following procedures will be implemented by staff after an active shooter/armed assault event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- After the intruder(s) has been subdued, the School Commander or designee in conjunction with law enforcement will announce a controlled EVACUATION of the school building and determine an off-site location for REUNIFICATION of students with parents and guardians.
- The School Commander or designee will activate a DBHART (Disaster Behavioral Health Response Team) response.
- The School Commander or designee will activate the REUNIFICATION annex.
- The School Commander or designee will activate the TRANSPORTATION annex.
- The School Commander or designee will activate the PUBLIC INFORMATION OFFICER (PIO) protocol in conjunction with local public safety.
- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Please note that the building will be a crime scene and all students and staff may be interviewed by police

IV. Earthquake Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Because earthquakes strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. The main threats during an earthquake are falling objects, glass shards and debris. Should the school or district experience an earthquake, students and faculty/staff members are expected to take immediate action to get all persons into protected areas. People may be frightened by the rolling motion of the earth, but this may not necessarily be dangerous. Life safety is the main consideration for all decisions. Policies and procedures are outlined with the school principal typically taking the lead in this annex.

***Associated Annexes*:**
- Communication Annex
- Drop, Cover and Hold
- Evacuation Procedure
- Transportation Annex
- Reunification Plan
- DBHRT Annex
- COOP Annex

J. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students in the event that the school should be affected by an earthquake.

K. **Scope** - The Earthquake Annex response action outlines steps to be taken by staff and students in order to mitigate injury or death during an incident. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

L. **Responsibilities** -

- All staff will undergo training and participate in incident management training.
- All staff will undergo training in the application of this procedure annually and be assigned roles relative to this annex.
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex
- Local Fire Department should review this annex and add expectations as needed
- Local Law Enforcement should review this annex and add expectations as needed

M. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situationAny staff member shall initiate this procedure upon notice of an Earthquake:

Administrators

- The school's Incident Commander or Administrator will announce a building-wide warning that an earthquake is taking place and that all personnel must exercise the DROP, COVER, and HOLD procedures
- Immediately following the earthquake, the school's Incident Commander will direct Administrative Staff to call 9-1-1 giving name and location of the school, nature of the emergency and actions taken by the school.
- The school's Incident Commander shall designate an alternate command post site if the primary is inaccessible.
- The school's Incident Commander or designee will brief arriving emergency responders.
- The school's Incident Commander or designee will assign a staff member to be liaison to emergency services.
- The school's Incident Commander or designee will notify the SAU as soon as practical and brief them on the situation and the steps taken.
- The school's Incident Commander or designee will initiate parent and media notification protocols.

Teachers

- Upon first indication of an earthquake, staff should immediately initiate DROP, COVER and HOLD procedures.
- If inside a building, faculty and staff members should:
  - Get students away from windows immediately.
  - Get students to drop to the floor.
  - Have students get under a sturdy table, desk, or other pieces of furniture.
  - If there is no sturdy furniture available, have students face an interior wall and cover their heads with their arms.
- Make a list of the people present and determine alternate means of egress should it become necessary.
- Teachers should comply with all commands from school leadership and emergency responders.

Students

- Immediately upon activation of DROP, COVER and HOLD, students should:
  - Move away from windows immediately.
  - Drop to the floor.

- Get under a sturdy table, desk or other pieces of furniture. If there is no sturdy furniture available, face an interior wall and cover heads with arms.
  - Students should take direction from teachers as to what they are to do.
  - Students should comply with all commands from school leadership and emergency responders.

Action after an Earthquake Event

- Take great care where you walk and watch for broken glass, power lines, smell of propane or gas, structural failure, etc. Attempt to safely go to a site where you can obtain accountability of the people with you and attend to first aid needs.
  - Incident Commander/School Administration shall notify emergency services as soon as possible. Try to provide the following information to emergency services:
- Location of threat and/or injuries
- Severity or potential severity of threat (building collapse, structural damage, etc.)
- Relocation area, if applicable
- Point of contact information; especially if evacuating

N. **Following an Earthquake/Recovery** - The following procedures will be implemented by staff after an earthquake occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- After the earthquake has finished, the school's Incident Commander or designee will announce an EVACUATION of the school building and move to an open space away from buildings
- In conjunction with emergency responders, the school's Incident Commander will determine an off-site location for REUNIFICATION of students with parents and guardians.
- The school's Incident Commander or designee will activate a DBHRT (Disaster Behavioral Health Response Team) response.
- The school's Incident Commander or designee will activate the REUNIFICATION annex.
- The school's Incident Commander or designee will activate the TRANSPORTATION annex.
- The school's Incident Commander or designee will activate the PUBLIC INFORMATION OFFICER (PIO) protocol in conjunction with local public safety.
- Conduct an after action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Notes:

1. *Many times the initial shock will not be the most severe or last that is going to be felt. School leadership and emergency responders remain prepared to take action if an after-shock takes place.*

2. *Please note that the structural integrity of buildings will be questionable until they are evaluated by a structural engineer.*

3. *Does the school building serve as the community shelter? If so, school leadership needs to determine if the school is to open and how to conduct classes while still serving in that role.*

4. ***This annex should be reviewed and approved by local emergency responds agencies.***

V. Structural Fire Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the school experience a structural fire, the school's Incident Commander or Administration will determine the appropriate course of action based on the severity of the event and threat to people and building(s). Safety is the main consideration for all decisions. Policies and procedures are outlined with the school (position of person responsible for the implementation of this plan such as school nurse, Principal, Vice-Principal, etc.) typically taking the lead in this annex

Associated Annexes:
- Evacuation Procedure
- Communication Annex
- Transportation Annex
- Reunification Plan
- COOP Plan

O. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from an active or potential fire threat.

P. **Scope** - The Fire Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury, and property damage during a fire event. Designated staff members are required to participate in the development, implementation, and evaluation of the school emergency operation plan (EOP) as it relates to this annex.

Q. **Responsibilities** -

- All staff will participate in incident management training and drills
- All schools will comply current laws, rules and regulations regarding fire drills and evacuation
- Staff assigned to work with functional needs students will undergo annual training which pertains to the specialized equipment and procedures necessary to evacuate their students. This may require joint training with local emergency responders.

- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

R. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of active or potential fire hazard:

- If you observe a fire, see smoke or smell a burning odor; immediately notify the Main Office or School Administration.
- Activate the school fire alarm system.
- Evacuate to a safe pre-determined location.
- Be aware of smoke inhalation hazards.
- Coordinate secondary rally point with the school's Incident Commander, if appropriate.
- Stay calm and keep your voice calm when giving directions; especially to students.
- School's Incident Commander or Administration shall notify emergency services via 9-1-1 as soon as possible. Provide the following information to emergency services upon arrival:
  - Accountability status of all school staff, students and visitors
  - Injuries as a result of hazard and/or evacuation
  - Location of hazard
  - Size and severity of hazard
  - Evacuation site(s), if applicable
  - Point of contact information; especially if evacuating
    - Notify SAU(#)

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
  - Avoid evacuating through heavy smoke, if possible
  - Do not use elevators
  - Do not reenter the building without explicit direction from Incident Commander
- Remain calm and walk to nearest exit
- Close all doors. Do not turn light switches on or off
- Move well away from the building and follow instructions as provided
- Do not re-enter until cleared to do so by public safety officials. Personal belongings may be retrieved at a later time
- If possible, retrieve Go-Kits and student reunification information
- Staff assigned to work with functional needs students will undergo training which pertains to the evacuation or sheltering needs of their student(s)

S. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Note:

1. **This Annex should be developed with and approved by the local Fire Department and other local emergency response agencies.**

VI. Wildfire Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the district experience a wildfire event, SAU (#) will determine the appropriate course of action based on the severity of the event and threat to people and building(s). Safety is the main consideration for all decisions. Policies and procedures are outlined with the school principal.

***Associated Annexes*:**
- Reverse Evacuation
- Evacuation Procedure
- Communication Annex
- Transportation Annex
- Reunification Plan

T. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from a wildfire event. Wildfires may travel at extremely fast speeds, quickly spread in size or change direction. Decision making and actions should not be delayed.

U. **Scope** -
The Wildfire Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury, and property damage during a wildfire event. Designated staff members are required to participate in the development, implementation, and evaluation of the school's emergency operation plan (EOP) as it relates to this annex.

V. **Responsibilities** -

- All staff will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)

- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

W. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of an active Wildfire threat:

- If you observe an outside fire, see smoke or smell a burning odor from the outdoors; immediately notify the Main Office or School Administration. The Main Office or School Administration should not delay in notifying emergency services via 9-1-1.
- Ensure that all people in your vicinity are moved or kept in a predetermined safe location(s) away from the exposure to the hazard. Identify and prepare for evacuation of functional and access needs students.
- Stay calm and keep your voice calm when giving directions; especially to students.
- Incident Commander/School Administration shall provide the following information to emergency services:
  - Accountability status of all school staff, students and visitors
  - Injuries as a result of hazard and/or evacuation
  - Size of hazard; direction and speed of fire travel in relation to school
  - Evacuation site(s), if applicable
  - Point of contact information; especially if evacuating

Decision to Evacuate:

- Will be determined by Principal, Assistant Principal or designee
- May be ordered to evacuate by local Fire Chief
- Notification to student transportation agency must be made as soon as possible
- When decision is made to evacuate, calmly notify staff via public announcement system, portable radio, in-person or any combination thereof
- Notify SAU(#)
- Notify reunification site that you are enroute

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
  - Avoid walking through heavy smoke, if possible
  - Avoid exertion which causes deep respirations. Students and staff with existing respiratory ailments may require medical observation
  - Watch for falling burning embers on yourself and others
- Take your personal belongings when you leave (upon determination that time will allow for this, otherwise evacuate immediately and personal belongings may be retrieved at a later time)

    - If possible, retrieve Go-Kits and student reunification information
- Close doors and windows
- When possible, student assembly will take place in a safe predetermined interior location(s) and evacuate in an orderly fashion to an awaiting form of student transportation
- Do not re-enter until cleared to do so by public safety officials

X. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Notes:

1. **This Annex should be developed with and approved by the local Fire Department.**

VII. Internal Hazardous Material Release

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the school experience an internal hazardous material release inside of the school building, the Laconia will determine the appropriate course of action based on the severity of the event and threat to people and building(s). Safety is the main consideration for all decisions. Policies and procedures are outlined with the school Principal and Vice-Principal typically taking the lead in this annex.

***Associated Annexes*:**
- Evacuation Procedure
- Communication Annex
- Transportation Annex
- Reunification Plan

Y. **Purpose** This hazard specific annex is activated when it is necessary to protect staff and students from an active or potential hazardous material release inside of the school building.

Z. **Scope** - The Internal Hazardous Materials Release Annex response procedure outlines steps to be taken by staff and students in order to mitigate injury and property damage during an actual or suspected hazardous materials release occurring inside the school building(s). Designated staff members are required to participate in the development, implementation, and evaluation of the school's Emergency Operation Plan (EOP), as it relates to this annex.

AA. **Responsibilities -**

- All staff will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the planning and the activation of this annex
- A staff member(s) must be assigned to maintain an accurate Material Safety Data Sheet (MSDS)/Global Harmonization System (GHS) log book.

BB. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of active or potential internal hazardous materials release:

- If you receive notice of or observe a hazardous materials release event inside the school; immediately notify the School Administration.
- School Administration should immediately notify school facilities management personnel of potential need to respond to and control HVAC operation, if outside of the hazard area.
- Ensure that all people in your vicinity are moved or kept in a safe location away from the area of danger.
- Identify evacuation needs of functional and access needs students.
- Stay calm and keep your voice calm when giving directions; especially to students.
- The school's Incident Commander or Administration shall notify emergency services via 9-1-1 as soon as possible. Try to provide the following information to arriving emergency services:
  - Location or suspected location of hazard
  - Name or identification number of hazard/suspected hazardous materials
  - Have a copy of the MSDS information available for review
  - Injuries due to hazard and/or evacuation process
  - Relocation and/or sheltering location(s), if applicable
  - Point of contact information; especially if evacuating

Decision to Shelter in Place or Evacuate:

- Will be determined by Principal, designee or appropriate staff member. Consult the appropriate Material Safety Data Sheet (MSDS) to assist in decision making
- If decision is made to evacuate then calmly notify staff via public announcement system, portable radio, in-person or any combination thereof

- If possible, carry out Go-Kits and student reunification information
- Notify reunification site that you are enroute
- If decision is to shelter in place, any students outside of the building should remain outside of the school building and be directed to meet school staff/designee at specified location. Accountability of any staff or students outside of the school building must be provided through appropriate communication
- Notify SAU #30

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
- Close doors and windows. Do not turn light switches on or off
- SCAN your route as you evacuate the building or room, report unusual observations to the Incident Commander
  - Avoid walking through smoke, fog or pooling material if possible
  - Avoid kneeling or touching surfaces inside the hazard area(s)
  - Take notice of wind direction by observing flags or foliage and avoid congregating downwind, or downhill, of the hazard location
- Report accountability to Incident Commander or designee upon reaching rally point regardless of evacuation or shelter in place response action
- Once an evacuation has occurred, do not re-enter until cleared to do so by public safety officials.

CC. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Consider and implement any structural safety improvements related to onsite hazardous materials storage or usage
- Makes changes to procedure as needed and approved by policy group.

Notes:

1. **This Annex should be development with and approved by the local Fire Department.**
2. Equipment required for the evacuation of special needs students should be tested annually and school personnel trained on the proper use of this equipment.

VIII. External Hazardous Material Release Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response to

***Associated Annexes*:**
- Shelter in Place Procedure
- Evacuation Procedure
- Reverse evacuation
- Communication Annex

an exterior hazardous materials threat. Should the school experience a hazardous materials threat occurring outside of
the school building, school leadership will determine the appropriate course of action based on the severity of the
threat to people in the building(s). Safety is the main consideration for all decisions. Policies and procedures are outlined with the school Principal typically taking the lead in this annex.

DD. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from an active or potential exterior hazardous materials threat. A threat may be a result of a transporting vehicle accident or nearby location.

EE. **Scope** - The External Hazardous Materials Release Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury, and property damage during an actual or suspected exterior hazardous materials threat. Designated staff members are required to participate in the development, implementation, and evaluation of the school emergency operations plan (EOP) as it relates to this annex.

FF. **Responsibilities** -

- All staff will undergo training and participate in incident management training and drills
- All staff should be trained in Shelter In Place procedures
- Staff need to be trained on how to shut down ventilation systems
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the planning and the activation of this annex

GG. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of active or potential external hazardous materials release:

- If you receive notice of or observe a hazardous materials release; immediately notify the School Administration.
- School Administration should immediately notify school facilities management personnel of potential need to respond to and control HVAC operation.
- The school administration should initiate a reverse evacuation of all school personnel outside the school buildings.
- Ensure that all people in your vicinity are moved or kept in a safe location away from the area of danger.
- Identify evacuation needs of special functional and access needs students, in preparation for possible evacuation of the building.
- Stay calm and keep your voice calm when giving directions; especially to students.

- The school's Incident Commander or Administration shall notify emergency services as soon as possible. Try to provide the following information to emergency services:
    - Location or suspected location of hazard
    - Injuries due to hazard and/or evacuation process
    - Relocation and/or sheltering location(s), if applicable
    - Point of contact information; especially if evacuating

Decision to Shelter in Place:

- The decision to shelter in place will be determined by Principal, designee or appropriate staff member.
- If decision is to shelter in place, reverse evacuation to gather any students outside of the building should be considered. Student and Staff meeting point locations must be identified. Accountability of any staff or students outside of the school building must be provided through appropriate communication
- Notify SAU #30

Decision to Evacuate

- If decision is made to evacuate then calmly notify staff via public announcement system, portable radio, in-person or any combination thereof
- If possible, carry out Go-Kits and student reunification information
- Notify reunification site that you are enroute
- Notify SAU #30

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
    - Avoid walking through smoke, fog or pooling material if possible
    - Avoid for discolored ground, structures and foliage
    - Take notice of wind direction by observing flags or foliage and avoid congregating downwind, or downhill, of the hazard location
- SCAN your route as you evacuate the building or room, report unusual findings to Incident Commander
- Close doors and windows. Do not turn light switches on or off
- Report accountability to Incident Commander or designee regardless of evacuation or shelter in place response actions
- Once an evacuation has occurred, do not re-enter until cleared to do so by public safety officials.

HH. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Note:

1. **This Annex should be developed with and approved by local Fire Department.**

IX. Flood Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the district experience a flood, SAU (#) will determine the appropriate course of action based on the severity of the event and threat to people and building(s).
Safety is the main consideration for all decisions. Policies and procedures are outlined with the school Principal or Vice-Principal typically taking the lead in this annex.

***Associated Annexes*:**
- Evacuation Procedure
- Communication Annex
- Transportation Annex
- Reunification Plan

II. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from an active or potential flood threat.

JJ. **Scope** - The Flood Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury, and property damage during a flood event. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

KK. **Responsibilities** -

- All staff will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

LL. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of active or potential Flooding:

- If you receive notice or observe a flood event; immediately notify the Incident Commander or School Administration. Ensure that all people in your vicinity are moved to a safe location away from the area of danger.
- Move to a safe pre-determined location if accessible
- Stay calm and keep your voice calm when giving directions; especially to students.
- Incident Commander/School Administration shall notify emergency services as soon as possible. Try to provide the following information to emergency services:
    - Location of threat and/or injuries
    - Severity or potential severity of threat
    - Relocation area, if applicable
    - Point of contact information; especially if evacuating

Decision to Evacuate:

- Will be determined by Principal, designee or Supervising teacher
- If decision is made to evacuate then calmly notify staff via public announcement system, portable radio, in-person or any combination thereof
- If possible, retrieve Go-Kits and student reunification information
- Notify SAU #30
- Notify reunification site that you are enroute

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
    - Avoid walking through flood water, if possible
        - Just 6 inches of water can knock you down; less if swift moving water is present
    - Stay away from electrical outlets and power sources
    - Watch for unstable ground, structures and foliage
- Remain calm and walk to nearest exit
- Take your personal belongings when you leave (upon determination that time will allow for this, otherwise evacuate immediately and personal belongings can be retrieved at a later time)
- Leave doors and windows open. Do not turn light switches on or off
- Move well away from the building and follow instructions as provided
- Do not re-enter until cleared to do so by public safety officials.

MM. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after-action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

X. Tornado Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the district experience a tornadoes, SAU (#) will determine the appropriate course of action based on the severity of the event and threat to people and building(s). Safety is the main consideration for all decisions. Policies and procedures are outlined with the Principal, Vice-Principal, typically taking the lead in this annex school

Associated Annexes:
- Reverse Evacuation Procedure
- Communication Annex
- Evacuation Procedure
- Transportation Annex
- Reunification Plan

NN. **Purpose** - This hazard specific annex is activated when it is necessary to protect staff and students from an impending touchdown or report of tornado in the area of the school.

OO. **Scope** -

The Tornado Annex response action procedure outlines steps to be taken by staff and students in order to mitigate injury, and property damage during a tornado event. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

PP. **Responsibilities** -

- All staff will undergo training and participate in incident management training and drills
- Staff assigned to work with functional needs students will undergo training which pertains to the needs of their student(s)
- Emergency Management and response personnel will review and provide input into the plan and the activation of this annex

QQ. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of a Tornado Watch: A Tornado Watch is when weather conditions are favorable for tornadoes in and close to the watch area.

- If you receive notice of a tornado watch; immediately notify the School's Incident Commander or School Administration.
- Listen to or assign someone to listen to NOAA weather radio or other broadcast news for the latest information.
- Watch for approaching storms on the horizon.
- Ensure that all people in your vicinity are moved to a safe location away from the area of danger.

- Determine a place where you will take shelter, which should be pre-determined; if not, basements and lowest level floors provide the best protection.
- Stay calm and keep your voice calm when giving directions; especially to students.
- Tornadoes are quick moving events and can occur rapidly so pre-planning and notifying staff of actions to be taken need to be done before the tornado hits ground.

Notice of a Tornado Warning: A Tornado Warning is when a tornado has been detected by Doppler Radar and/or has been sighted.

- If you receive notice of a tornado warning; immediately notify the School's Incident Commander or School Administration.
- Watch for approaching storms on the horizon.
- Ensure that all people in your vicinity are moved to a safe location away from the area of danger.
- Stay away from windows, doors, and outside walls. Go to the center of the room. Stay away from corners because they attract debris.
- Determine a place where you will take shelter such as basement or an interior room of a nearby sturdy building. Center hallways are often the structurally the most reinforced part of a building.
- Stay out of auditoriums, gymnasiums, and other structures with wide free span roofs.
- If outside with no shelter: do not go under an overpass or bridge. Lie flat in a nearby ditch or depression. Be wary of flying debris and flooding.
- Stay calm and keep your voice calm when giving directions; especially to students.
- If in a vehicle, do not attempt to outdrive the tornado; instead, leave the vehicle immediately and seek shelter.

Action after a Tornado Event: Take great care where you walk and watch for broken glass, power lines, smell of propane or gas, structural failure, etc. Attempt to safely go to a site where you can obtain accountability of the people with you and attend to first aid needs.

- Incident Commander/School Administration shall notify emergency services as soon as possible. Try to provide the following information to emergency services:
  - Location of threat and/or injuries
  - Severity or potential severity of threat (building collapse, structural damage, etc.)
  - Relocation area, if applicable
  - Point of contact information; especially if evacuating

Teachers, Students, Building Occupants

- Evacuate exactly as you are instructed
- Remain calm and walk to the nearest entrance
  - Render first aid where appropriate, but do not move seriously injured persons unless they are in immediate danger

  - Be aware of any potential hazards and report them to the School Incident Commander
- Leave doors and windows open. Do not turn light switches on or off
- Move well away from the building and follow instructions as provided
- Do not re-enter until cleared to do so by public safety officials.
- Try to limit your cellphone usage so that 9-1-1 calls can get through

RR. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.

Makes changes to procedure as needed and approved by policy group

XI. Medical Response Annex

This hazard specific annex is to define the actions and roles necessary to provide a coordinated emergency response. Should the school experience a medical emergency event; the school will determine the appropriate course of action based on the number and severity of the medical needs of the students, staff and visitors. Life safety is the main consideration for all decisions. Policies and procedures are outlined with the school Principal and Vice-Principal typically taking the lead in this annex.

***Associated Annexes*:**
- Communication
- Clear Hallways

SS. **Purpose** - This hazard specific annex is activated when it is necessary to protect and treat staff, students or visitors during medical emergencies events.

TT. **Scope** - The Medical Emergencies Annex response procedure outlines steps to be taken by staff and students in order to mitigate injury(s) or illness beyond the assigned school nurse(s) or medical staff(s) intervention capabilities. Designated staff members should be required to participate in the development, implementation, and evaluation of the school's Emergency Operation Plan (EOP) as it relates to this annex.

UU. **Responsibilities** -

- Appropriate staff will be provided with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; and include procedures that the teacher may follow in these specific emergencies.
- Staff will undergo training and participate in medical incident management exercises.
- Staff will be assigned to coordinate and maintain training and licensing requirements for medical training (ex. CPR, AED and first-aid), and the maintenance of related equipment.
- Develop a "trauma and mass casualty response team" and supplies for potential critical medical events.

- Staff assigned to work with functional needs students will undergo training which pertains to the medical treatment and preparation for transport of their student(s).
- Local emergency response personnel will review and provide input into the plan and the activation of this annex.

VV. **Specialized Procedures** - The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

Notice of a medical emergency event:

- Stay calm and keep your voice calm when giving directions; especially to students.
- A medical emergency is a life-threatening injury, illness or physical situation. Should a medical emergency occur, immediately notify the School Nurse, Main Office or School Administration. Request notification of Emergency Medical Services for transport via 9-1-1, if appropriate.
- The school's Incident Commander or School Administration shall notify emergency services via 9-1-1 as soon as possible. Provide the following information for emergency services:
  - o Description of injury, illness or physical situation(s).
  - o Approximate age(s) and number of patients
  - o Location of patient(s)
  - o Point of contact information
- Do not move patient(s) unless they are in immediate danger of further injury
- If appropriate, move other students or staff to an unaffected area while medical event is occurring.

Decision to Transport:

- Will be determined by highest trained medical professional(s), Principal, designee or supervising teacher
- Notify SAU(#)
- Notify parents, guardian or appropriate agencies
- Assign a school representative to respond to receiving medical facility to act as guardian for the transported student or faculty member until the arrival of patient's family member
- Complete appropriate documentation

WW. **After the Incident/Next Steps** - The following procedures will be implemented by staff after an event occurs to assess the effectiveness of this annex and whether changes should be implemented to the emergency operations plan.

- Conduct an after action briefing, in a no-fault environment, to discuss and reassess the procedures utilized to determine if changes need to be implemented.
- Makes changes to procedure as needed and approved by policy group.

Notes:

1. **This Annex should be developed with and approved by the local Fire-EMS Department.**

CONTACT INFORMATION:

Explanation for planners: *(Contact information below may change, insure annual updates for accuracy.)*

Local Emergency Operations Center: ____________________________________

Address: ____

Emergency Phone: ____________________ **Routine Phone:** ________________

Emergency Commander: ____

Telephone: ____________________________**E-mail:** ____________________

Alternate Contact: ____

Telephone: ____________________________**E-mail:** ____________________

Local EOC Telephone: ____

Special Facilities State Representative: Nancy St. Laurent______________________

Phone: (603)223-3625 (w) (603)419-9401 ©_E-mail: Nancy.StLaurent@dos.nh.gov

State Emergency Operations Center Contact Number: ______________________

State REP Training Officer: Ryan Nix Ryan.Nix@dos.nh.gov (603)223-3649(w) (603)513-9399

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A. Purpose - The purpose of this annex is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of Laconia School District/Woodland Heights School if an emergency situation occurs that warrants evacuating and/or closing the Laconia School District/Pleasant Street early.

B. Explanation of Terms -

Acronyms

EMC	Emergency Management Coordination
EOC	Emergency Operating Center
ICP	Incident Command Post
ICS	Incident Command System
PIO	Public Information Office or Officer
SOP	Standard Operating Procedure

C. Situation and Assumptions

i. Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the Laconia School District/Pleasant Street is evacuated or closed as a result of a hazardous materials transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack.

ii. Assumptions

- Some parents/guardians will refuse to cooperate with the student/parent reunification process
- Parents/guardians may be emotional when arriving at the school
- While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
- Persons other than those on the student's emergency release form will try to pick up students during an emergency

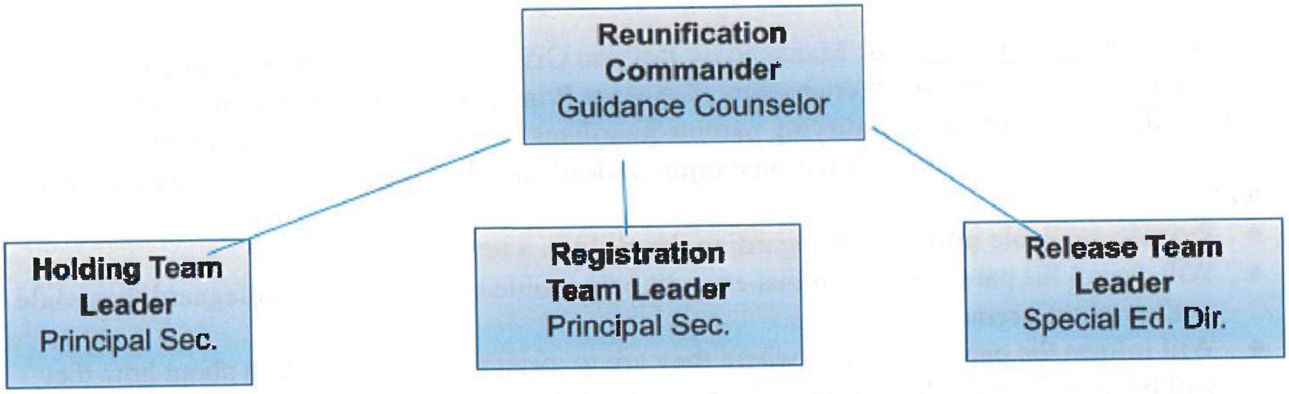
D. Concept of Operations

i. General

1. Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.
2. This Laconia School District/Pleasant Street must be prepared to conduct both small-scale and large-scale reunification always of the day both from known hazard areas and from unexpected incident locations.

3. Laconia School District/Pleasant Street student/parent Reunification team members will be in three areas.
   a. The first area, the Holding Area, which will be where students can wait for their parents/guardians.
   b. The second area is the Registration Area where parents/guardians fill out reunification documentation and provide identification.
   c. The third area is the student Reunification Gate where parents/guardians, will be escorted to and reunified with their student.
   d. The registration and reunification points will be two distinctly separate areas, but they will be in close proximity to one another. Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available.
   e. If the reunification will take place in an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian Registration Area.

E. Reunification Command Structure



i. Holding Area – Managed by Holding Team Leader. Classroom teachers will remain with assigned students in the holding area keeping students calm and occupied. There will be a staff member assigned to assist students with access and functional needs. The Holding Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Holding Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.

ii. Registration – Managed by Registration Team Leader. When a parent/guardian arrives at the designated registration area, s/he will fill out the Student Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). The Student Release Form is given to the Release Team member to escort parent/guardian to the Release Gate.

iii. Release - Managed by Release Team Leader. When the registration member confirms the parent/guardian's identity and authority to pick up the student, the register will use a Release Team member to escort the parent or guardian to the release gate. When the Holding Staff releases the student(s) to the Release Team member escort the student to the release gate, the Release Team member escort will have the parent/guardian again show ID and sign for the student(s) on Student Release Form (Appendix 2) and the student(s) are released to the parent/guardian.

iv. Security – Managed by Security Team Leader (local police). Security is responsible for providing security at the parent/guardian registration, Unification Gate, and Notification Room. This group is responsible for traffic control. The number of officers will be determined by the Security Officer depending on the type of incident requiring reunification.

v. Behavioral Health- Managed by Behavioral Health Team Leader. Provide mental health services to upset parents/guardian waiting in line at the registration area and parents/guardian sent to the notification room. Provide mental health services to upset students and teachers.

F. On Scene Parent/Guardian Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

i. Notification Room Operations: Managed by Release Officer. The notification room will be staffed with if available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents/guardians that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent/guardian where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent/guardian with their trauma
- Will make available to the parent/guardian means for communicating with other family members and supporters
- Will shelter the parent/guardian from media representatives

G. End of Day Activities

i. At the end of the day, teachers will call all those parents/guardians who have not yet picked up their child to come to the Reunification Site.

ii. If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent/guardian will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student release form.

iii. In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent/guardian can be located or other arrangements can be made.

H. Student/Parent Reunification Decisions

i. The Incident Commander/school leadership shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed at the Reunification Site?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

I. Hazard Specific Reunification Planning

Hazard-specific reunification planning information will be developed for certain known hazards and included as appendices to this or other annexes. Weather related hazards may require students be held indoors until reunification. Threats of violence or fire may require students to be evacuated. These appendices will describe the reunification process for situations where reunification takes place inside the school, outside the school, or at another building. Such appendices should also identify potential reunification areas and, where appropriate, transportation pickup points or assembly areas.

i. Traffic Control

- Traffic will be controlled by the local law enforcement reporting to the Security Officer
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided by the Public Works Department upon request
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

ii. Warning & Public Information

1. The Incident Commander/school leadership will normally arrange for dissemination of information on the reunification process.
2. For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance

notice is normally disseminated through the media. (Reference Communication Functional Annex)

3. Reunification Notification (Reference Communication Functional Annex)
    a. Reunification notification should be disseminated through all available warning systems.
4. Emergency Public Information
    a. Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process.
    b. The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public.
        1) Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired. Specific public information procedures are contained in (Reference Communication Functional Annex).
        2) Additional instructions for reunification may include information on the location of Holding Area, and specific traffic routes.
        3) When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

iii. Access Control & Security

During reunification, Holding Area security is extremely important. Staff and students must be removed from any and all danger. Law enforcement should establish access control points to limit entry into Holding Areas.

J. Agencies Responsibilities

i. Law Enforcement:

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regards to traffic flow and how parents/guardians can get to the Reunification Area

ii. The Fire Service:

- Be responsible for fire protection in the reunification Holding Area
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the reunification Holding Area

iii. The Public Information Officer (PIO):

- Disseminate emergency information from the Superintendent advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

iv. The Public Works/Road Department:

- Provide traffic control devices upon request
- Assist in keeping traffic routes to school open

- Provide barricades/barriers to restrict entry to school areas and other areas where entry must be controlled

v. The Transportation Officer at the emergency scene:

- Coordinate transportation to off-site Reunification Center
- Coordinate transportation for students whose parents/guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary
- Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public

vi. Local Behavioral Health professionals or New Hampshire Disaster Behavioral Health Response Team (DBHRT):

- Coordinate behavioral health needs of students/staff/parents/guardians
- DBHRT can be activated through contacting the Disaster Behavioral Health Coordinator at **(603) 271-9454** or **(603) 419-0074**

K. Administration and Support

i. Reporting:

Student/parent reunification efforts should be reported to the command function and disseminated during major emergency operations.

ii. Activity Logs:

The Reunification Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.

a. Documentation of Costs:

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

iii. Post Incident Review:

For reunifications, the Superintendent shall organize and conduct a review of emergency operations by those involved in this annex. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

iv. Exercises:

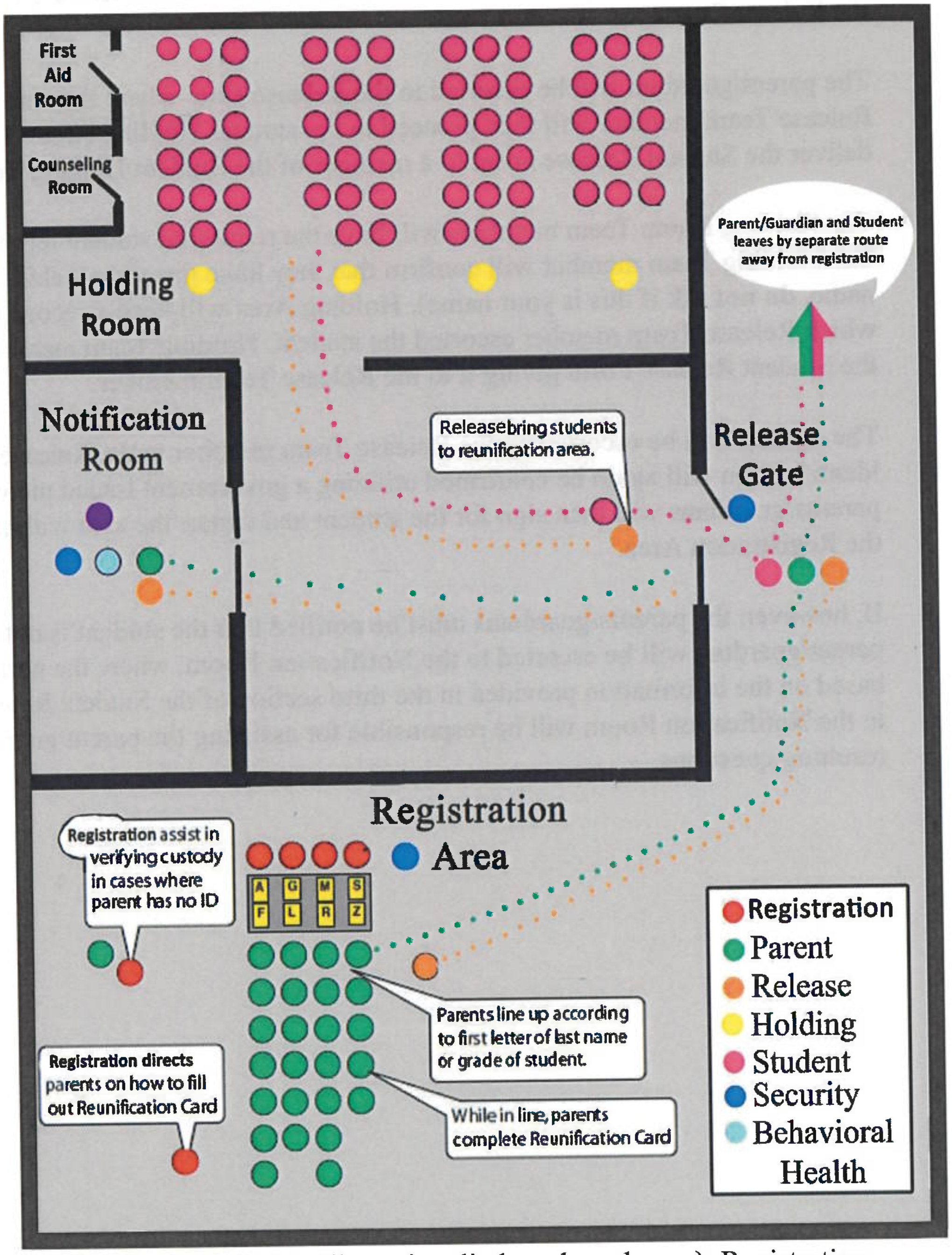
Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by this Laconia School District/Pleasant Street

L. Annex Development and Maintenance

i. The school/SAU planning team is responsible for developing and maintaining this annex. Recommended changes to this annex should be forwarded as needs become apparent.

ii. Departments and agencies assigned responsibilities in this annex are responsible for developing and maintaining SOPs covering those responsibilities.

M. Overview of Operations


First Aid Room
Counseling Room
Holding Room
Notification Room
Releasebring students to reunification area.
Release Gate
Parent/Guardian and Student leaves by separate route away from registration
Registration Area
Registration assist in verifying custody in cases where parent has no ID
A G M S
F L R Z
Parents line up according to first letter of last name or grade of student.
Registration directs parents on how to fill out Reunification Card
While in line, parents complete Reunification Card
Registration
Parent
Release
Holding
Student
Security
Behavioral Health

The student/parent Reunification Site is depicted to the right. The parents/guardians picking up a student will report to the Registration Area at the lower portion of the example.

Signs will be posted by the Registration Team and Security Team directing parents/guardians to the Registration Area from the Parking Areas.

At the Registration Area there should be a registration table that is broken up by the letter of the last name of parents/guardians. Security should be posted to handle unusual situations.

The arriving parents/guardians will be greeted by members of the Registration Team informing the parents/guardians to line up by last name letter.

The team members will provide the parents/guardians a copy of the Student Release Form, found in Appendix 2, asking the parents/guardians to complete the first section while they are in line (this will require clip boards and pens). Registration Staff will assist with filling out forms.

At the table, a registrar will then confirm the identity of the parents/guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents/guardians are listed on the emergency data card, spread sheet, etc. as to who is authorized to pick up the student.

When the registrar has confirmed that the parent/guardian is authorized to pick up the student, the registrar will then complete the second section of the Student Release Form and hand it to a member of the Release Team.

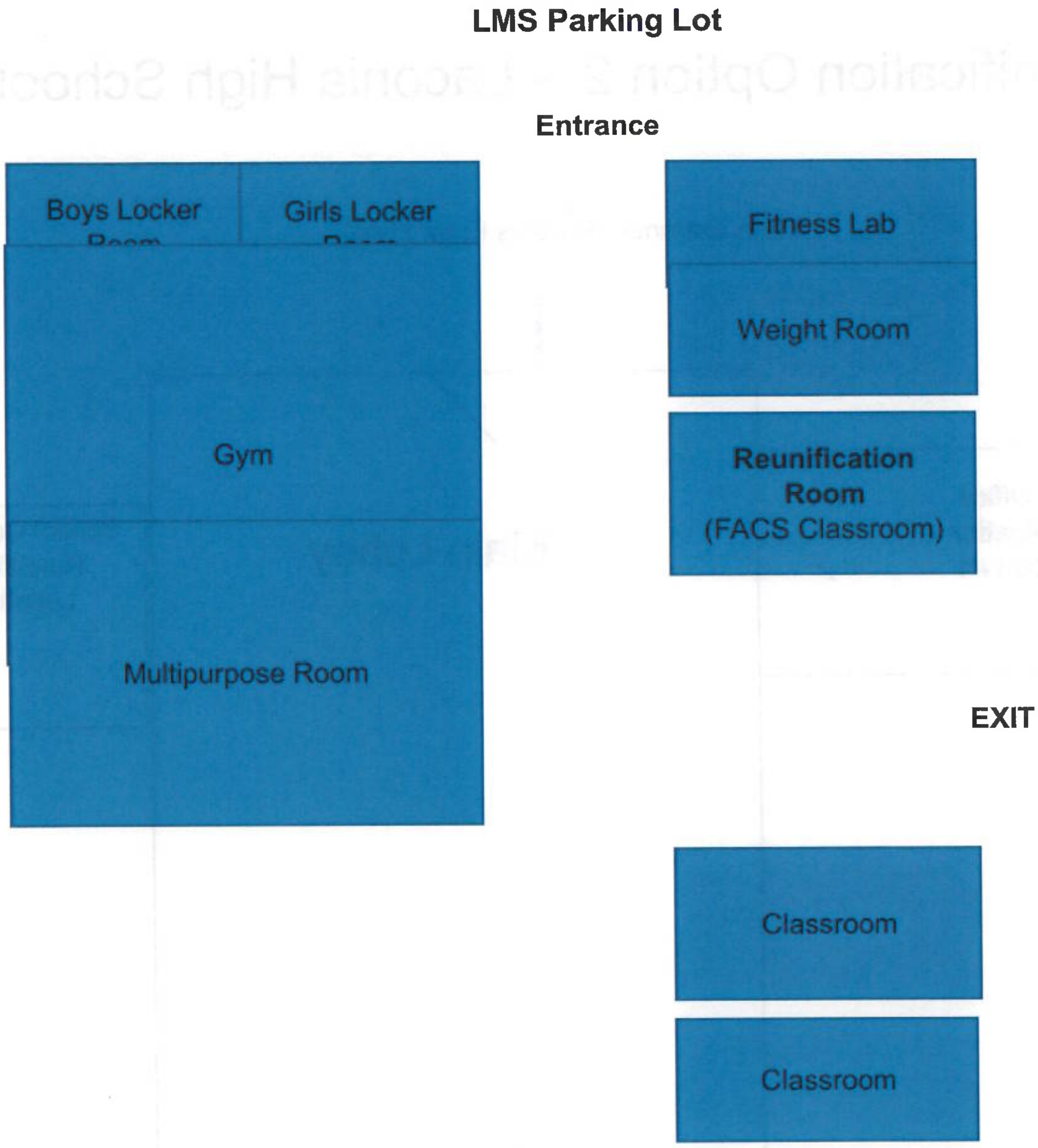
The parent/guardian will be escorted to the Release Gate where they are to wait outside with security. The Release Team member will then proceed to the student Holding Area. The Release Team member will deliver the Student Release Form to a member of the Student Holding Team.

The Holding Room Team members will have the requested student report to the Release Team member. The Holding Team member will confirm that they have the correct child by asking them their name (ask name, **do not** ask if this is your name). Holding Area will keep a record of students being released and which Release Team member escorted the student. Holding Team member will fill out the third section of the Student Release Form giving it to the Release Team member.

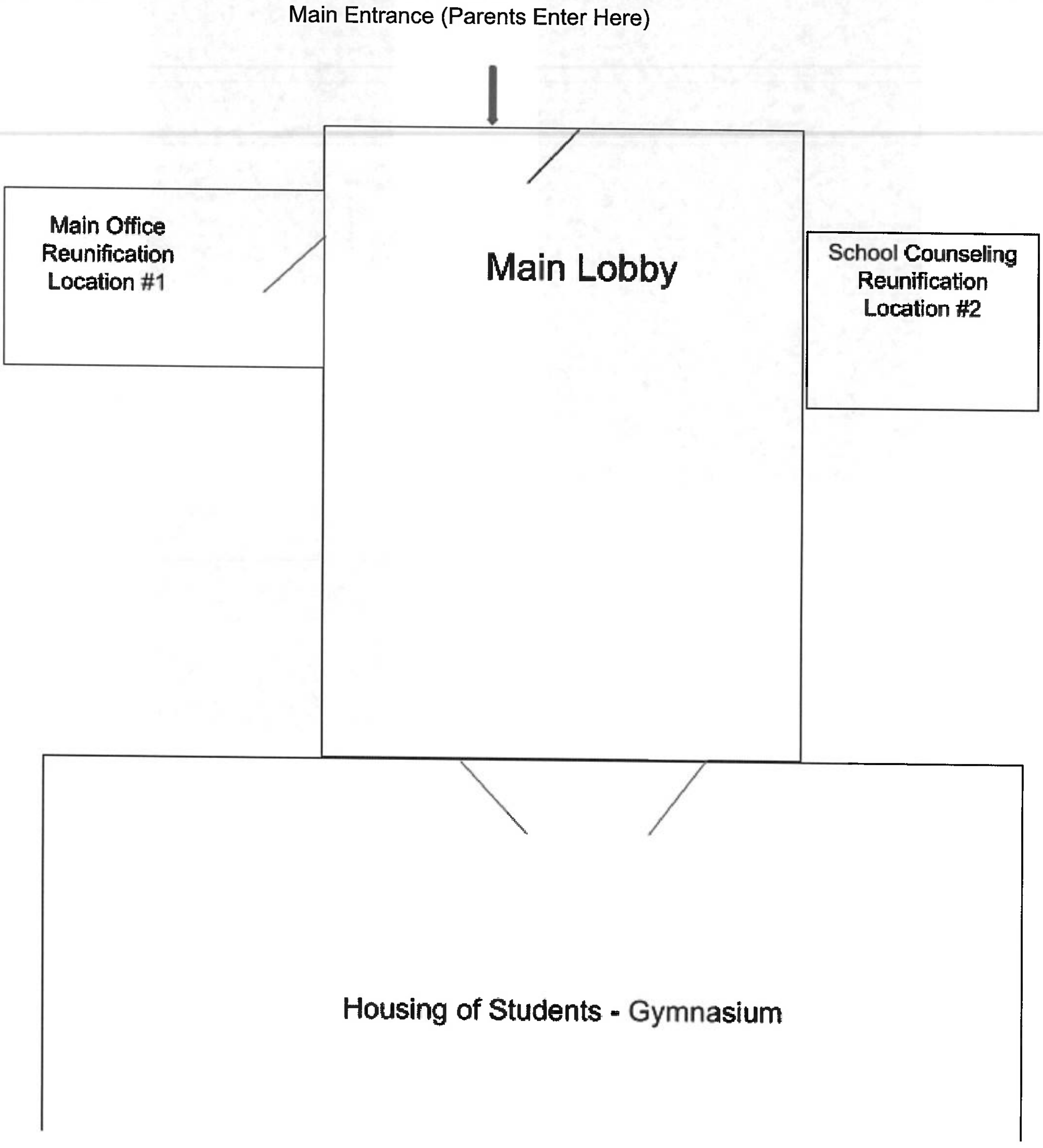
The student will be escorted by the Release Team member to the Release Gate the parent's/guardian's identification will again be confirmed utilizing a government issued picture identification. The parents/guardians will then sign for the student and depart the area with the student heading away from the Registration Area.

If, however, the parents/guardians must be notified that the student is not available for pickup, the parent/guardian will be escorted to the Notification Room, where the notification will be made privately based on the information provided in the third section of the Student Release Form. The team members in the Notification Room will be responsible for assisting the parent/guardian in finding answers to the resulting questions.

Laconia Middle School
Reunification Site – LMS Gymnasium Wing


LMS Parking Lot
Entrance
Boys Locker
Girls Locker
Fitness Lab
Weight Room
Gym
Reunification Room
(FACS Classroom)
Multipurpose Room
EXIT
Classroom
Classroom

Reunification Option 2 – Laconia High School


Main Entrance (Parents Enter Here)
Main Office Reunification Location #1
Main Lobby
School Counseling Reunification Location #2
Housing of Students - Gymnasium

LACONIA SCHOOL DISTRICT STUDENT RELEASE FORM

To be taken by Release Team member at release gate

Completed by Parent/Guardian at Registration

Student Last Name: ______________________________ First Name: ________________

School, Grade, Teacher (if known): ____

Name of Person Picking up Student: ____

Relationship to Student: ____

Completed by Registration Area Team

Name on Release Form? (circle one)	YES	NO
Photo ID/Driver's License Checked (circle one)	YES	NO

Completed by Holding Area Team

Student Status ____ First Aid ____ Absent _____ Missing ____
Injured

Completed by Release Team Member at Release Gate

Name of Person Picking Up is same as Section 1 above _____ YES

Photo ID/Driver's License checked ____ YES

Name of Release Gate Personnel (signature) ______________________________________

Completed by Parent/Guardian at Release Gate

Student/Parent Reunification Sites

Indoor Reunification Site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Indoor Reunification Site #2

Release Gate Location:

Holding Area Location:

Notification Room Location:

Outdoor Reunification Site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Outdoor Reunification Site #2

Release Gate Location:

Holding Area Location:

Notification Room Location:

Job Action Sheet

Superintendent

SAU Emergency Operation Center

CHECK OFF	ACTION
	1. Approve release of warnings, instructions, and other emergency public information relating to reunification
	2. Request the Town/City EOC to open a shelter or mass care facilities, if needed
	3. Will set up a SAU/School EOC to provide needed resources to the Reunification Site
	4. Activate the student/parent Reunification Team
	5. Will activate Public Information Officer
	6. At the conclusion of the reunification process, the Superintendent shall organize and conduct an after action meeting and will produce an After Action Report

Job Action Sheet

School Incident Commander

CHECK OFF	ACTION
	1. Identify risk areas in the vicinity of the incident site and determine protective actions for people in those risk areas
	2. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned
	3. Activate the student/family Reunification Team to coordinate the reunification process
	4. Make sure that a staff member is at offsite locations where students are taken to such as hospitals. They will report to the Holding Officer the name of students at those sites
	5. Will request from SAU the Reunification Team

Job Action Sheet

Reunification Manager

CHECK OFF	ACTION
	1. Direct all Reunification Team members
	2. Interact with the Incident Commander to identify problems and report status
	3. Refer all outside requests for information to the Public Information Officer (PIO)
	4. Assign competent personnel in key management positions a. Release Team Leader b. Holding Team Leader c. Registration Team Leader d. Security Team Leader e. Behavioral Health Team Leader
	5. Fill out and conduct with Management Team periodic Incident Briefings using ICS 201 form
	6. Assign additional staff to team leaders when requested
	7. Check for needed supplies, such as food, bottled water, entertainment supplies for students, pens pencils, clipboards, etc.
	8. Make sure that all documentation is at the Reunification Site a. Daily student roster b. Parent/guardian documentation, permission to pick up student c. Student Release Forms
	9. Maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations
	10. Documentation of cost. Maintain time records of personnel and equipment used and supplies consumed during the reunification process

Job Action Sheet
Registration Team Leader

CHECK OFF	ACTION
	1. Will follow directions from Reunification Team Leader
	2. Interact with the Reunification Commander to identify problems and report status
	3. Direct Holding Area team members
	4. Request from Reunification Commander additional personnel when needed
	5. Will make sure all student parent/guardian documentation is at registration
	6. Make sure that there are available needed quantities of clipboards, pens, and forms available at the site
	7. Make sure Staff: o Greet parents/guardians o Have parents/guardians fill out registration forms o Check parent/guardian identification making sure the forms are correctly filled out o Checks parent's/guardian's identification making sure the forms are correctly filled out o Notify Holding Officer and Release Officer of student to be escorted to pick up area o Providing reassurance to parents/guardians o Maintains order o Notify Release Team members to bring students to the release point

Job Action Sheet

Release Team Leader

CHECK OFF	ACTION
	1. Will follow directions from Reunification Commander
	2. Direct Release Team members
	3. Request from Reunification Commander additional personnel when needed
	4. Review all policies and procedures for reunification
	5. Coordinate staffing for the Notification Room
	6. Staff the release areas
	7. Staff will be instructed as to: a. How to supervise the release gate site b. Escort parents/guardians to release gate c. Escort parents/guardians to Notification Room d. Escort student to release gate e. Supervise releasing of students to their parents/guardians.
	8. Coordinate transport of students whose parents/guardians are unable to pick up their child
	9. Make arrangements for shelter of students whose parents/guardians are unavailable to pick up their child

Job Action Sheet

Holding Area Team Leader

CHECK OFF	ACTION
	1. Will follow directions from Reunification Team Leader
	2. Direct Holding Area Team members
	3. Request from Reunification Commander additional personnel when needed
	4. Responsible for accountability of students
	5. Make sure that morning attendance documentation is at site
	6. Report missing persons to the Incident Commander
	7. Request from the Reunification Commander food and drinks at the site if needed
	8. Communicate with Reunification Commander regarding number of students remaining in Holding Area
	9. Interact with the reunification Commander to identify problems and report status
	10. Collect the Injury and Missing Persons Report (Form D, Appendix A) from the team members and make them readily available to the Incident Commander
	11. Make sure Staff: a. Maintain order b. Obtain reports of missing students c. Interact with the Holding Area Team Leader d. Verify release information when a student is requested e. Assist the Release Team

Incident Briefing Forms (ICS 201)

1. Incident Name:	**2. Incident Number:**	**3. Date/Time Initiated:** Date: Date Time: HHMM

4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):

5. Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.

6. Prepared by:	Name:	Position/Title:	Signature: ____________________
	ICS 201, Page 1	Date/Time: Date	

1. Incident Name:	**2. Incident Number:**	**3. Date/Time Initiated:** Date: Date Time: HHMM

7. Current and Planned Objectives:

8. Current and Planned Actions, Strategies, and Tactics:

Time:	Actions:
HHMM	
HHMM	
HHMM	
HHMM	
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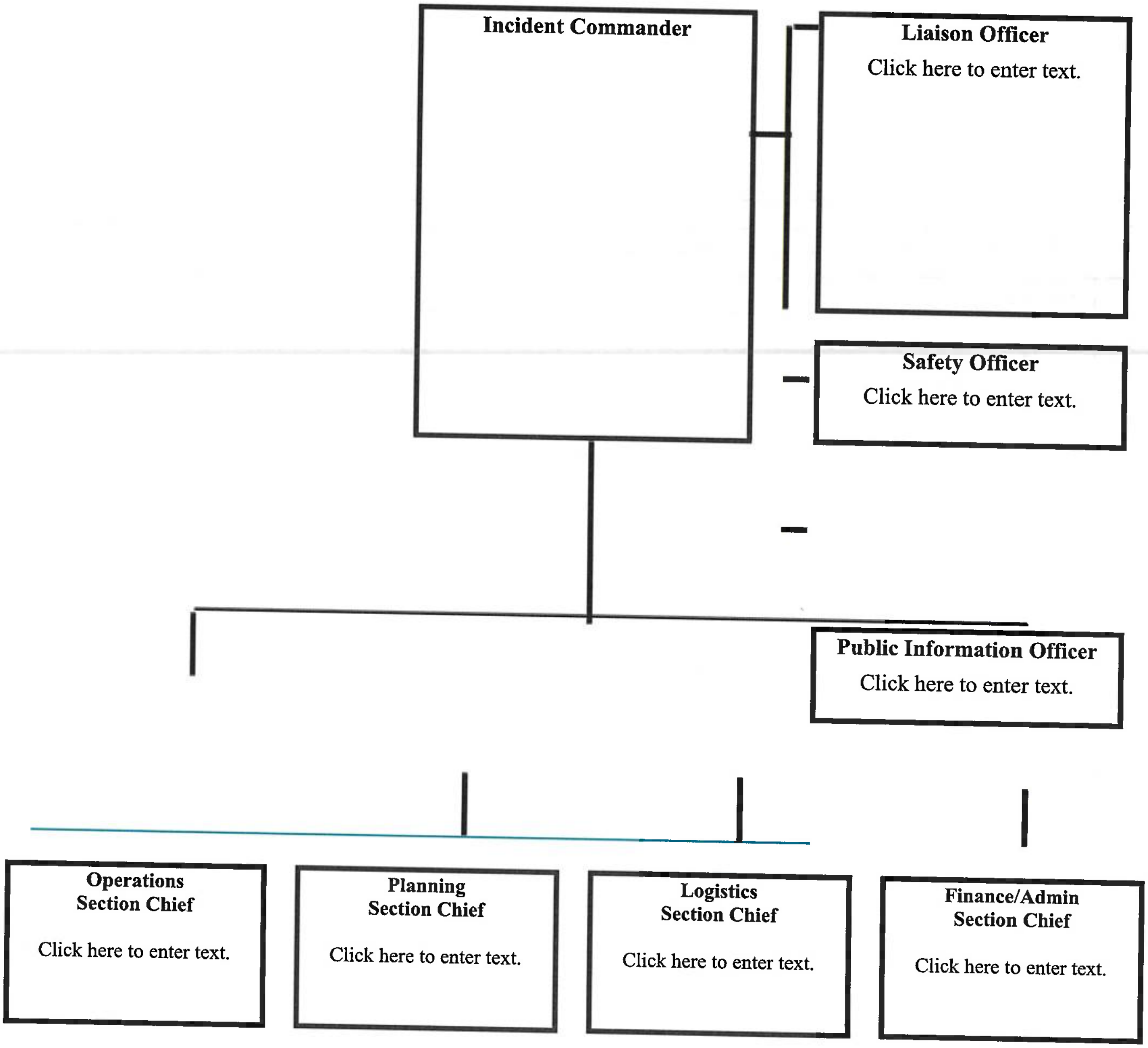
HHMM	

6. Prepared by:	Name:	Position/ Title:	Signature: ____________________
ICS 201, Page 2	Date/Time: Date		

Incident Briefing (ICS 201)

1. Incident Name:	**2. Incident Number:**	**3. Date/Time Initiated:** Date: Date Time: HHMM

9. Current Organization (fill in additional organization as appropriate):



Incident Commander

Liaison Officer
Click here to enter text.

Safety Officer
Click here to enter text.

Public Information Officer
Click here to enter text.

Operations Section Chief
Click here to enter text.

Planning Section Chief
Click here to enter text.

Logistics Section Chief
Click here to enter text.

Finance/Admin Section Chief
Click here to enter text.

6. Prepared by: Name:	Position/Title:	Signature:
ICS 201, Page 3	Date/Time: Date	

Incident Briefing (ICS 201)

1. Incident Name:

2. Incident Number:

3. Date/Time Initiated:
Date: DateTime: HHMM

10. Resource Summary:

Resource	Resource Identifier	Date/Time Ordered	ETA	Arrived	Notes (location/assignment/status)
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	

6. Prepared by: Name: Position/Title: Signature: ________________

ICS 201, Page 4 Date/Time: Date

ICS 201
Incident Briefing

Purpose - The Incident Briefing (ICS 201) provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, ICS 201 also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

Preparation - The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

Distribution - Ideally, the ICS 201 is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The "Map/Sketch" and "Current and Planned Actions, Strategies, and Tactics" sections (pages 1–2) of the briefing form are given to the Situation Unit, while the "Current Organization" and "Resource Summary" sections (pages 3–4) are given to the Resources Unit.

Notes:

- The ICS 201 can serve as part of the initial Incident Action Plan (IAP).
- If additional pages are needed for any form page, use a blank ICS 201 and repaginate as needed.

Block Number	Block Title	Instructions
1	**Incident Name**	Enter the name assigned to the incident.
2	**Incident Number**	Enter the number assigned to the incident.
3	**Date/Time Initiated** • Date, Time	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	**Map/Sketch** (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology. If specific geospatial reference points are needed about the incident's location or area outside the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209). North should be at the top of page unless noted otherwise.
5	**Situation Summary and Health and Safety Briefing** (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the	Self-explanatory.

	hazard) to protect responders from those hazards.	
6	**Prepared by** - Name - Position/Title - Signature - Date/Time	Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
7	**Current and Planned Objectives**	Enter the objectives used on the incident and note any specific problem areas.
8	**Current and Planned Actions, Strategies, and Tactics** - Time - Actions	Enter the current and planned actions, strategies, and tactics and time they may or did occur to attain the objectives. If additional pages are needed, use a blank sheet or another ICS 201 (Page 2), and adjust page numbers accordingly.
9	**Current Organization** (fill in additional organization as appropriate) - Incident Commander(s) - Liaison Officer - Safety Officer - Public Information Officer - Planning Section Chief - Operations Section Chief - Finance/Administration Section Chief - Logistics Section Chief	- Enter on the organization chart the names of the individuals assigned to each position. - Modify the chart as necessary, and add any lines/spaces needed for Command Staff Assistants, Agency Representatives, and the organization of each of the General Staff Sections. - If Unified Command is being used, split the Incident Commander box. - Indicate agency for each of the Incident Commanders listed if Unified Command is being used.
10	**Resource Summary**	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another ICS 201 (Page 4), and adjust page numbers accordingly.
	- Resource	Enter the number and appropriate category, kind, or type of resource ordered.
	- Resource Identifier	Enter the relevant agency designator and/or resource designator (if any).
	- Date/Time Ordered	Enter the date (month/day/year) and time (24-hour clock) the resource was ordered.
	- ETA	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	- Arrived	Enter an "X" or a checkmark upon arrival to the incident.
	- Notes (location/ assignment/status)	Enter notes such as the assigned location of the resource and/or the actual assignment and status.

APPENDIX 2: CONTINUITY OF OPERATIONS PLANS

Laconia School District

(Template and Instructions)

Supports the School/District-Wide
Emergency Response Plan

Laconia School District/Pleasant Street

[Month Day, Year]

[Department/Agency/School/District Name]

[Street Address]

[City, State, Zip Code]

APPROVAL AND IMPLEMENTATION

Continuity of Operations Plan

Signature

Date

Signature

Date

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COOP TEMPLATE AND INSTRUCTIONS

This document, organized in a flexible format so that the District may select all, or only certain sections of the template to develop, or improve their Plan/Annex. While using this template to assist in developing continuity plans and programs, Districts are encouraged to tailor the template to meet their specific continuity Planning requirements. It should be noted that in its current format, the template is unclassified; however, District should be aware of the need to protect specific continuity Planning information and classify their individual continuity plans as appropriate.

I. Phase I: Activation and Relocation

To ensure the ability to attain operational capability at continuity facilities and with minimal disruption to operations, the Laconia School District/Pleasant Street will execute activation and relocation plans described in the following sections.

A. Decision Process Matrix

Based on the type and severity of the emergency situation, the Laconia School District/Pleasant Street COOP Annex may be activated by one of the following methods:

(1) The state governor, county executive or county commissioner, local mayor, city mayor, or city administrator may initiate COOP activation
(2) The Superintendent or a designated successor, may initiate the COOP activation for the entire School/District, based on an emergency or threat directed at the School/District
(3) [Insert additional activation measures here]

Continuity Annex activation and relocation are scenario-driven processes that allow flexible and scalable responses to the full spectrum of all-hazards/threats that could disrupt operations with or without warning and during work or non-work hours. COOP activation will not be required for all emergencies or disruptions, since other actions may be more appropriate.

The decision to activate the Laconia School District/Pleasant Street COOP and related actions will be tailored for the situation and based on projected or actual impact and whether or not there is warning. To support the decision-making process regarding annex activation, key School/District personnel will use the decision matrix below to support that process.

SAMPLE: Decision Matrix

Decision Matrix for COOP Annex Implementation

	Work Hours	Non-Work Hours
Event With Warning	• Is the threat aimed at the facility or surrounding area? • Is the threat aimed at School/District personnel? • Are employees unsafe remaining in the facility and/or area?	• Is the threat aimed at the facility or surrounding area? • Is the threat aimed at School/District personnel? • Who should be notified of the threat? • Is it safe for employees to return to work the next day?
Event Without Warning	• Is the facility affected? • Are personnel affected? Have personnel safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the School/District be operational?	• Is the facility affected? • What are instructions from first responders? • How soon must the School/District be operational?

As the decision authority, the Superintendent will be kept informed of the threat environment using all available means, including the Laconia School District/Pleasant Street Emergency Communications Center, regional notification systems, Alertnet systems, local operations and State and local reporting channels and news media. The Superintendent will evaluate all available information relating to:

(1) Direction and guidance from higher authorities
(2) The health and safety of personnel
(3) The ability to execute essential functions
(4) Changes in threat advisories
(5) Intelligence reports
(6) The potential or actual effects on communications systems, information systems, office facilities, and other vital equipment
(7) The expected duration of the emergency situation

B. Alert and Notification Procedures

The Laconia School District/Pleasant Street maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.
Before an event, personnel in the Laconia School District/Pleasant Street will monitor advisory information, including the Local Fire and Police systems. In the event normal operations are interrupted or an incident appears to be imminent, the Laconia School District/Pleasant Street will take the following steps to communicate the School/District's operating status with all staff:

(1) The Superintendent or designated successor will notify Laconia Police and Fire Chiefs of the emergency requiring COOP activation
(2) Explanation for planners:
(3) The Laconia School District/Pleasant Street personnel will notify family members, next of kin, and/or emergency contacts of COOP activation

Upon the decision to activate the Continuity Annex, the Laconia School District/Pleasant Street will notify all Laconia School District/Pleasant Street personnel, as well as affected and interdependent entities with information regarding continuity activation and relocation status, operational and communications status, and the anticipated duration of relocation. These entities include:

- Continuity facilities and on-site support teams with information regarding COOP, relocation status, and the anticipated duration of relocation
- The Laconia School District/Pleasant Street's Operations Center via [include contact information], the Laconia School District/Pleasant Street and other applicable elements/entities with information regarding continuity activation and relocation status, the Laconia School District/Pleasant Street's COOP facility, operational and communication status, and the anticipated duration of relocation
- All Laconia School District/Pleasant Street employees with instructions and guidance regarding the continuity activation and relocation
- School/District headquarters, if a subordinate School/District
- Subordinate School/Districts, if an School/District headquarters

C. Relocation Process

Once the COOP Annex is activated and personnel are notified, Laconia School District/Pleasant Street will relocate continuity personnel and vital records to the Laconia School District/Pleasant Street continuity facility(ies). The Laconia School District/Pleasant Street continuity personnel will deploy/relocate to the continuity facility(ies) to perform the [Laconia School District/Pleasant Street's essential functions and other continuity-related tasks. A map and directions to the continuity facility will be included as part of the COOP Annex [insert where the map is in the Annex].

Emergency procedures during work hours with or without a warning will be implemented as follows:

- Continuity personnel, including advance team personnel, if applicable, will depart to the designated continuity facility from the primary operating facility or current location using school busses and/or traveling by foot.
- Non-continuity personnel present at the primary operating facility or another location will receive instructions from the Laconia Police Department In most scenarios, non-continuity personnel will be directed to proceed to their homes or other Laconia School District/Pleasant Street facilities to wait for further guidance.
- At the time of notification, if available, information will be provided regarding safety precautions and routes to use when leaving the primary operating facility.

Emergency procedures during non-working hours with or without a warning will be implemented as follows:

- Advance team members, if applicable, will deploy to the designated continuity facility from their current location using privately owned vehicles and/or school buses. This includes handicap busses as needed immediately or advised by local law enforcement.
- Continuity personnel will depart to the assigned continuity facility from their current location using privately owned vehicles and/or school buses. This includes handicap busses as needed immediately or advised by local law enforcement.
- Non-continuity personnel will remain at their residence or other designated facility to wait for further instructions.

Non-continuity personnel may be required to replace or augment continuity personnel during activation. These activities will be coordinated by Superintendent with the replacement staff on a case-by-case basis. Non-continuity personnel will remain available to replace or augment continuity personnel, as required.

The Laconia School District Superintendent will direct the Laconia School District/Pleasant Street's non-continuity personnel to move to the Laconia Middle School until further notice.

In the event of an activation of the COOP Annex, the Laconia School District/Pleasant Street may need to procure necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis. The [Insert office/title/authority] maintains the authority for emergency procurement. Instructions for these actions are found [insert instructions below or insert location of instructions if found in another document].

II. Phase II: Continuity Operations

Upon activation of the COOP Annex, the Laconia School District/Pleasant Street will continue to operate at its primary operating facility until ordered to cease operations by the Laconia Police Department or Fire Department using in person communication. At that time, essential functions will transfer to the continuity facility. The Laconia School District/Pleasant Street must ensure that the COOP Annex can be operational within (12 hours) of annex activation.

The advance team will be first to arrive at the continuity facility to prepare the site for the arrival of the continuity personnel. Upon arrival at the continuity facility, the advance team will:

- Ensure infrastructure systems, such as power and heating, ventilating, and air conditioning are functional
- Prepare check-in duty stations for the Emergency Relocation Group (ERG) arrival
- Address telephone inquiries from ERG and non-ERG staff

As continuity personnel arrive, the Superintendent will conduct in-processing to ensure accountability. In-processing procedures are conducted at [insert exact location of in-processing] and will include: [insert steps to in-process continuity personnel here, including how to obtain the roster of continuity personnel and how the School/District will reach individuals who have not in-processed for accountability, etc.]. In addition, the office will identify all School/District leadership available at the continuity facility.

Upon arrival at the continuity facility, the Laconia School District/Pleasant Street continuity personnel will:

- Report immediately to Superintendent's Office for check-in and in-processing
- Receive all applicable instructions and equipment
- Report to their respective workspace as identified in Superintendent's Office or as otherwise notified during the activation process
- Retrieve pre-positioned information and activate specialized systems or equipment
- Monitor the status of Laconia School District/Pleasant Street]'s personnel and resources
- Continue Laconia School District/Pleasant Street's essential functions
- Prepare and disseminate instructions and reports, as required
- Comply with any additional continuity reporting requirements with the Laconia School District/Pleasant Street
- Notify family members, next of kin, and emergency contacts of preferred contact methods and information

A requirement of continuity personnel is to account for all Laconia School District/Pleasant Street] personnel. The Laconia School District/Pleasant Street will use the following processes to account for all personnel:

- One Call Notification System for both email and telephone communication

During continuity operations, the Laconia School District/Pleasant Street may need to acquire necessary personnel, equipment, and supplies on an emergency basis to sustain operations for up to 30 days or until normal operations can be resumed. The Superintendent's Office maintains the authority for emergency acquisition. Instructions for these actions are found [insert instructions below or insert location of instructions if found in another document].

III. Phase III: Reconstitution Operations

Within 1 hour of an emergency relocation, the following individuals will initiate and coordinate operations to salvage, restore, and recover the primary operating facility after receiving approval from the appropriate State and local law enforcement and emergency services:

- Business Administrator and Facility Manager will serve as the Reconstitution Manager for all phases of the reconstitution process
- Each subcomponent will designate a reconstitution point-of-contact (POC) to work with the Reconstitution Team and to update office personnel on developments regarding reconstitution and provide names of reconstitution POCs to Business Administrator and Facility Manager within 12 hours of the Continuity Annex activation

During continuity operations, Business Administrator and Facility Manager must determine the status of the primary operating facility affected by the event by personal walkthrough and observations. Upon obtaining the status of the facility, will determine how much time is needed to repair the primary operating facility and/or acquire a new facility. This determination is made in conjunction with Laconia School District Superintendent's Office. Should decide to repair the facility, Business Administrator and Facility Manager has the responsibility of supervising the repair process and must notify Laconia School District Superintendent's Office of the status of repairs, including estimates of when the repairs will be completed.

Reconstitution will commence when the Superintendent or other authorized person ascertains that the emergency situation has ended and is unlikely to reoccur. These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP Annex. Once the appropriate authority has made this determination in coordination with other State, local and/or other applicable authorities, one or a combination of the following options may be implemented, depending on the situation:

- Continue to operate from the continuity facility
- Reconstitute the primary operating facility and begin an orderly return to the facility
- Begin to establish a reconstituted in another facility or at another designated location

Before relocating to the primary operating facility or another facility, the Business Administrator and Facility Manager will conduct appropriate security, safety, and health assessments to determine building suitability. In addition, the Business Administrator and Facility Manager will verify that all systems, communications, and other required capabilities are available and operational and that the is fully capable of accomplishing all essential functions and operations at the new or restored primary operating facility.

Upon a decision by the Superintendent or other authorized person that the primary operating facility can be reoccupied or that Laconia School District/Woodland Heights School will be reestablished in a different facility:

- The Laconia School District/Woodland Heights School Continuity Coordinator or other authorized individual must notify the City of Laconia – 45 Beacon Street E – Laconia, NH 03246 when available, and other applicable operations centers with information regarding continuity activation and relocation status, the Laconia School District/Woodland Heights School continuity facility, operational and communication status, and anticipated duration of relocation. The Laconia School District/Woodland Heights School shall submit a Continuity Status Reporting Form, only if it contains more information beyond what has been reported, to [insert contact information for appropriate status reporting procedures here] using the form and procedures provided by the Laconia School District/Woodland Heights School or other specified continuity POC.

- The Business Administrator and Facility Manager will develop space allocation and facility requirements.
- The Business Administrator and Facility Manager will notify all personnel that the emergency or threat of emergency has passed and actions required of personnel in the reconstitution process using in person contact and email.
- The Business Administrator and Facility Manager will coordinate with the Laconia School District/Woodland Heights School and/or other applicable facility management group to obtain office space for reconstitution, if the primary operating facility is uninhabitable.
- The Business Administrator and Facility Manager will develop procedures, as necessary, for restructuring staff.

Upon verification that the required capabilities are available and operational and that the Laconia School District/Woodland Heights School is fully capable of accomplishing all essential functions and operations at the new or restored facility, the Business Administrator and Facility Manager will begin supervising a return of personnel, equipment, and documents to the primary operating facility or a move to a temporary or new permanent primary operating facility. The phase-down and return of personnel, functions, and equipment will follow the priority-based plan and schedule outlined below; the Laconia School District/Woodland Heights School will develop return plans based on the incident and facility within 12 hours of plan activation.

- [Insert priority-based phase-down and return plan here]

The Laconia School District/Woodland Heights School will continue to operate at its continuity facility until ordered to cease operations by City of Laconia using **in person or email.** At that time, essential functions will transfer to the primary operating facility. The Laconia School District/Woodland Heights School has developed plans to instruct personnel on how to resume normal operations as outlined below; the Laconia School District/Woodland Heights School will develop resumption plan based on the incident and facility 24 hours of plan activation.

- [Insert normal operations resumption plan here]

The Business Administrator and Facility Manager will identify any records affected by the incident by [insert identification processes or contacts here]. In addition, the Business Administrator and Facility Manager will effectively transition or recover vital records and databases, as well as other records that had not been designated as vital records, using the Annex outlined below; the Laconia School District/Woodland Heights School will develop vital records transition and recovery plan based on the incident and facility within 24 hours of plan activation.

- [Insert vital records transition and recovery plan here].

When the continuity personnel, equipment, and documents are in place at the new or restored primary operating facility, the remaining Laconia School District/Woodland Heights School staff at the continuity facility or devolution site will transfer essential functions, cease operations, and deploy to the new or restored primary operating facility. The Business Administrator and Facility Manager will oversee the orderly transition from the continuity facility of all Laconia School District/Woodland Heights School functions, personnel, equipment, and records to a new or restored primary operating facility. The Business Administrator and Facility Manager will develop a process for receiving and processing employee claims during the continuity event, including processing human capital claims (such as, Workers' Compensation, compensation for injuries, overtime pay, etc) and replacing lost or broken equipment.

The Laconia School District/Woodland Heights School will conduct an After Action Review (AAR) once back in the primary operating facility or in a new primary operating facility. The Business Administrator and Facility Manager is responsible for initiating and completing the AAR and all offices within Laconia School District/Woodland Heights School will have the opportunity to provide input to the report. The AAR will address the effectiveness of the COOP Annex and procedures, identify areas for improvement, document these in the Laconia School District/Woodland Heights School Corrective Action Program (CAP), and then develop a remedial action Annex as soon as possible after the reconstitution. The Business Administrator and Facility Manager is responsible for documenting areas for improvement in the CAP and developing a remedial action plan. In addition, the AAR will identify which, if any, records were affected by the incident, and will work with the Superintendent's Office to ensure an effective transition or recovery of vital records and databases and other records that had not been designated as vital records. AAR and CAP documentation are maintained by the Superintendent's Office and are found at 39 Harvard Street, Laconia, NH.

A. Devolution of Control and Direction

The Laconia School District/Woodland Heights School is prepared to transfer all of its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to support the execution of Laconia School District/Woodland Heights School's essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel, temporary leadership of the Laconia School District/Woodland Heights School will devolve to [insert office name and location].

The [insert office/title] maintains responsibility for ensuring the currency of the Laconia School District/Woodland Heights School devolution plan. The Laconia School District/Woodland Heights School devolution plan:

(1) Includes the elements of a viable continuity capability: program Annex's and procedures, budgeting and acquisitions, essential functions, orders of succession and delegations of authority specific to the devolution site, interoperable communications, vital records management, staff, TT&E, and reconstitution. The Laconia School District/Woodland Heights School devolution plan is located at [insert location, insert devolution plan below, or insert the applicable plan, appendix, attachment, etc. for devolution].

(2) Identifies prioritized essential functions, defines tasks that support those essential functions, and determines the necessary resources to facilitate those functions. The list of prioritized essential functions for devolution is found at [insert location].

(3) Includes a roster that identifies fully equipped and trained personnel who will be stationed at the designated devolution site and have the authority to perform essential functions and activities when the devolution option of the COOP Annex is activated. The devolution personnel roster is found at [insert location].

(4) Identifies what would likely activate or “trigger” the devolution option and specifies how and when control and direction of the Laconia School District/Woodland Heights School operations will be transferred to and from the devolution site. Devolution activation protocols or “triggers” are found at [insert location or insert below].

(5) Lists or references the necessary resources (i.e., equipment and materials) to facilitate the immediate and seamless transfer of and performance of essential functions at the devolution site. The list of necessary resources for devolution is found at [insert location].

(6) Establishes and maintains reliable processes and procedures for acquiring the resources necessary to continue essential functions and to sustain those operations for extended periods. The [Insert office/title] is responsible for acquiring resources during a devolution situation. Acquisition processes and procedures are found [insert location].

(7) Establishes and maintains a capability to restore or reconstitute the Laconia School District/Woodland Heights School authorities to their pre-event status upon termination of devolution.

Laconia School District/Woodland Heights School conducts and documents annual training of devolution staff and a biennial exercise to ensure essential functions are capable of being performed during devolution. This documentation includes the dates of all TT&E events and names and titles of participating staff. The Laconia School District/Woodland Heights School devolution TT&E documentation is maintained by [Insert office/title] and is found at [insert location]. Further, the Laconia School District/Woodland Heights School CAP supports the devolution program. The Laconia School District/Woodland Heights School CAP is maintained by [Insert office/title] and CAP documentation is found at [insert location].

For additional information on developing devolution Annex, see CGC 1, Annex L, Devolution of Control and Direction template which can be accessed on-line at
http://www.fema.gov/pdf/about/org/ncp/dev_template.pdf

B. School/District and Assignment of Responsibilities

Key staff positions within the Laconia School District/Woodland Heights School, to include individual continuity members, those identified in the orders of succession and delegation of authority, the Laconia School District/Woodland Heights School Continuity Coordinator, continuity managers, and others possess additional continuity responsibilities. The responsibilities of these key continuity personnel are delineated [insert location].

SAMPLE

The following table shows examples of some continuity responsibilities.

Position	Responsibilities
Superintendent/Principal, etc.	• Provide strategic leadership and overarching policy direction for the continuity program • Implement the COOP Annex when necessary, or when directed by a higher authority • Update and promulgate orders of succession and delegations of authority

	- Ensure adequate funding is available for emergency operations - Ensure all School/District components participate in continuity exercises - Update COOP Annex annually – delegated to whom
Communications Manager	- Update telephone rosters monthly - Conduct alert and notification tests
Records Manager	- Review status of vital records, files, and databases
Training Manager	- Develop and lead Continuity training - Annex Continuity exercises
Continuity Personnel	- Be prepared to deploy and support School/District essential functions in the event of Continuity Annex implementation - Provide current contact information to manager - Be familiar with continuity Planning and know individual roles and responsibilities in the event of Continuity Annex activation - Participate in continuity training and exercises as directed - Have a telework agreement for this position, if applicable

IV. Phase IV: Direction, Control, and Coordination

During activation of the COOP Annex, the Superintendent maintains responsibility for control and direction of the Laconia School District/Woodland Heights School. Should the Superintendent become unavailable or incapacitated; the School/District will follow the directions laid out in [Section reference, *Orders of Succession*] and [Section reference, *Delegations of Authority*].

The contents and procedures laid forth in this COOP Annex are consistent with the direction found in CGC 1 and the annex is reviewed and vetted by [insert internal School/Districts, such as Regional components, subcomponents, or School/District headquarters] to ensure vertical integration within the Laconia School District/Woodland Heights School.

A. Disaster Intelligence

During a continuity event, the **Laconia School District/Woodland Heights School** will require the collection and dissemination of critical information. While specific incidents may create additional or specialized reporting requirements, the following table lists examples of the information that would be collected and reported regardless of incident type.

SAMPLE
The following table shows examples of some disaster intelligence collection requirements.

Information Element	Specific Requirement	Responsible Element	Deliverables	When Needed	Distribution
Personnel Accountability	Account for all ERG and non-ERG employees Account for all contract personnel	Human Resources Division	Reports Briefings	Status updates hourly following Annex activation	Superintendent
Operational Status	Percent of ERG personnel arrived at site Ability to conduct each essential function	Continuity Manager Division Representatives	Situation briefings Situation reports	No later than 6 hours after Annex activation, then hourly	Superintendent
Hazard Information	Threat details specific to the continuity facility	Response coordination center or emergency operations center	Situation briefings Situation reports	Two times per day at shift change	Emergency Planning Team

B. Communications

The Laconia School District/Woodland Heights School has identified available and redundant critical communications systems that are located at the primary operating facility and continuity facility. Further, the Laconia School District/Woodland Heights School maintains fully capable continuity communications that support School/District needs during all hazards/threats, to include pandemic and other related emergencies, and give full consideration to supporting social distancing operations including telework and other virtual offices. In addition, the Laconia School District/Woodland Heights School maintains communications equipment for use by employees with disabilities and hearing impairment.
All Laconia School District/Woodland Heights School's necessary and required communications and IT capabilities should be operational within (12 hours) of continuity activation.
Additional detailed information on the Laconia School District/Woodland Heights School's communications systems and requirements is found in [Annex, Appendix, or Attach reference, *Continuity Communications*].

C. Budgeting and Acquisition of Resources

The Laconia School District/Woodland Heights School budgets for and acquires those resources and capabilities essential to continuity operations. A copy of the continuity budget is found at SAU Office, 39 Harvard Street, Laconia, NH. Within this budget, the Laconia School District/Woodland Heights School budgets for continuity resources and capabilities in accordance with the [School/District policy title(s)] and other applicable directives and provides for the acquisition of those resources necessary for continuity operations on an emergency basis for up to 30 days or until normal operations can be resumed.

As part of the budget process, the Laconia School District/Woodland Heights School uses a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The risk management methodology used is [insert methodology here] and a copy of the risk management documents can be found SAU, 39 Harvard Street, Laconia, NH.

The Laconia School District/Woodland Heights School integrates the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan. A copy of the strategic plan is found at SAU, 39 Harvard Street, Laconia, NH.

For those contracts vital to the support of School/District essential functions, the Laconia School District/Woodland Heights School has ensured contractor statements of work include the provision to provide staffing, services, and resources during emergency conditions. A list of vital contracts is found at SAU, 39 Harvard Street, Laconia, NH. and maintained by the Laconia School District Business Administrator During an emergency situation, the Laconia School District Business Administrator and Facility Manager is responsible for oversight and handling of emergency work by contractors.

For additional information on budgeting and acquisition of resources, see CGC 1, Annex C.

V. Phase V: Annex Development and Maintenance

The Laconia School District is responsible for maintaining the Laconia School District/Woodland Heights School Continuity Annex.

The Continuity Annex, Laconia School District/Woodland Heights School essential functions, and supporting activities, will be reviewed by the School Emergency Planning Team and updated annually from the date of publication as part of the maintenance of continuity plans and procedures. The Office of the Superintendent is responsible for the annual Annex review and update. In addition, the Annex will be updated or modified when there is significant School/District, procedural changes, or other events that impact continuity processes or procedures. Comments or suggestions for improving this annex may be provided to the Office of the Superintendent.

A. Authorities and References

1) [Enter title of School/District policy or directive here]
2) [Enter title of School/District policy or directive here]
3) [Enter title of School/District policy or directive here]
4) Directive 51/Homeland Security Presidential Directive 20, *National Continuity Policy*, dated May 9, 2007
5) Continuity Guidance Circular 1, *Continuity Guidance for Non-Federal Entities (States, Territories, Tribal, and Local Government Jurisdictions and Private Sector School/Districts)*, dated January 21, 2009
6) Continuity Guidance Circular 2, *Continuity Guidance for Non-Federal Entities: Mission Essential Functions Identification Process (States, Territories, Tribes, and Local Government Jurisdictions)*, dated July 22, 2010
7) FEMA Continuity of Operations Annex Template Instructions
8) FEMA Continuity of Operations Annex Template
9) FEMA Devolution Annex Template.
10) FEMA Comprehensive Preparedness Guide 101 v.2, *Developing and Maintaining State, Territorial, Tribal, and Local Government Emergency Annex's*, dated March 2009
11) [Enter title of School/District Annex, guidance, etc.]
12) [Enter title of School/District Annex, guidance, etc.]

B. Test, Training, and Exercises Program

Explanation for planners: *(This section should focus on the School/District's TT&E program. All Schools/Districts should develop and maintain a continuity TT&E program for conducting and documenting TT&E activities and identifying the components, processes, and requirements for the identification, training, and preparedness of personnel needed to support the continued performance of their MEFs. Sample text for this section is provided below.)*

The Laconia School District/Woodland Heights School has established an effective TT&E program to support the School/District's preparedness and validate the continuity capabilities, program, and ability to perform essential functions during any emergency. The testing, training, and exercising of continuity capabilities is essential to demonstrating, assessing, and improving the Laconia School District/Woodland Heights School's ability to execute the continuity program, plans, and procedures.

- Training familiarizes continuity personnel with their roles and responsibilities in support of the performance of a School/District's essential functions during a continuity event.
- Tests and exercises serve to assess, validate, or identify for subsequent correction, all components of continuity plans, policies, procedures, systems, and facilities used in response to a continuity event. Periodic testing also ensures that equipment and procedures are kept in a constant state of readiness.

In accordance with NIMS, the Laconia School District/Woodland Heights School performs TT&E events at regular intervals, as shown in the table below.

Continuity Training &Exercise Requirements	Monthly	Quarterly	Annually	As Required
Test and validate equipment to ensure internal and external interoperability and viability of communications systems	✓			
Test alert, notification, and activation procedures for all continuity personnel		✓		
Test primary and back-up infrastructure systems and services at continuity facilities			✓	
Test capabilities to perform essential functions			✓	
Test Annex's for recovering vital records, critical information systems, services, and data			✓	
Test and exercise of required physical security capabilities at continuity facilities			✓	
Test internal and external interdependencies with respect to performance of essential functions			✓	
Train continuity personnel on roles and responsibilities			✓	
Conduct continuity awareness briefings or orientation for the entire workforce			✓	
Train School/District's leadership on essential functions			✓	
Train personnel on all reconstitution Annex's and procedures			✓	
Allow opportunity for continuity personnel to demonstrate familiarity with continuity Annexes and procedures and demonstrate School/District's capability to continue essential functions			✓	

Conduct exercise that incorporates the deliberate and pre-Annexed movement of continuity personnel to continuity facilities			✓	
Conduct assessment of School/District's continuity TT&E programs and continuity Annex's and programs			✓	
Report findings of all annual assessments to the [insert office/position title]			✓	
Conduct successor training for all School/District personnel who assume the authority and responsibility of the School/District's leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation			✓	
Train on the identification, protection, and ready availability of electronic and hardcopy documents, references, records, information systems, and data management software and equipment needed to support essential functions during a continuity situation for all staff involved in the vital records program			✓	
Test capabilities for protecting classified and unclassified vital records and for providing access to them from the continuity facility			✓	
Train on an School/District's devolution option for continuity, addressing how the School/District will identify and conduct its essential functions during an increased threat situation or in the aftermath of a catastrophic emergency			✓	
Conduct personnel briefings on continuity plans that involve using or relocating to continuity facilities, existing facilities, or virtual offices				✓
Allow opportunity to demonstrate intra- and interagency continuity communications capability				✓
Allow opportunity to demonstrate back-up data and records required for supporting essential functions at continuity facilities are sufficient, complete, and current				✓

Allow opportunity for continuity personnel to demonstrate their familiarity with the reconstitution procedures to transition from a continuity environment to normal activities				✓
Allow opportunity for continuity personnel to demonstrate their familiarity with agency devolution procedures				✓

The Laconia School District/Woodland Heights School formally documents and reports all conducted continuity TT&E events, including the event date, type, and participants. Documentation also includes test results, feedback forms, participant questionnaires, and other documents resulting from the event. Continuity TT&E documentation for the Laconia School District/Woodland Heights School is managed by the Office of the Superintendent and is found at 39 Harvard Street, Laconia, NH. Further, the Laconia School District/Woodland Heights School conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses in plans and procedures and recommend revisions to the School/District's continuity Annex. Documentation from TT&E debriefings are found the Office of the Superintendent.

DOCUMENT TRANSMITTAL RECORD

Date of Delivery	Number of Copies Delivered	Method of Delivery	Name, Title, and School/District of Receiver

VI. GLOSSARY

Activation – Once a continuity of operations Annex has been implemented, whether in whole or in part, it is considered "activated."

All-Hazards – The spectrum of all types of hazards including accidents, technological events, natural disasters, terrorist attacks, warfare, and chemical, biological including pandemic influenza, radiological, nuclear, or explosive events.

Alternate Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity event. "Alternate facilities" refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Business Impact Analysis (BIA) – A method of identifying the effects of failing to perform a function or requirement.

Business Process Analysis (BPA) – A method of examining, identifying, and mapping the functional processes, workflows, activities, personnel expertise, systems, data, and facilities inherent in the execution of a function or requirement.

Communications – Voice, video, and data capabilities that enable the leadership and staff to conduct the mission essential functions of the School/District. Robust communications help ensure that the leadership receives coordinated, integrated policy and operational advice and recommendations and will provide the ability for governments and the private sector to communicate internally and with other entities (including with other Federal agencies, State, territorial, tribal, and local governments, and the private sector) as necessary to perform their Mission Essential Functions (MEFs).

Continuity – An uninterrupted ability to provide services and support, while maintaining School/District viability, before, during, and after an event.

Continuity Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity situation. "Continuity facilities" refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Continuity of Operations – An effort within individual agencies to ensure they can continue to perform their Mission Essential Functions and Primary Mission Essential Functions during a wide range of emergencies, including localized acts of nature, accidents, and technological or attack-related emergencies.

Continuity Event – Any event that causes an agency to relocate its operations to an alternate or other continuity site to assure continuance of its essential functions.

Continuity Personnel – Those personnel, both senior and core, who provide the leadership advice, recommendations, and functional support necessary to continue essential operations

Corrective Action Program – An organized method to document and track improvement actions for a program. The Corrective Action Program (CAP) system is a web-based tool that enables Federal, State, and local emergency response and homeland security officials to develop, prioritize, track, and analyze corrective actions following exercises or real world incidents. Users may enter data from a finalized After Action Report/Improvement Annex, track the progress of corrective action implementation, and analyze and report on trends in improvement Annex's.

Delegation of Authority – Identification, by position, of the authorities for making policy determinations and decisions at headquarters, field levels, and all other School/District locations.

Generally, pre-determined delegations of authority will take effect when normal channels of direction have been disrupted and will lapse when these channels have been reestablished.

Devolution – The capability to transfer statutory authority and responsibility for essential functions from an agency's primary operating staff and facilities to other agency employees and facilities, and to sustain that operational capability for an extended period.

Essential Functions – The critical activities performed by School/Districts, especially after a disruption of normal activities. There are three categories of essential functions: National Essential Functions, Primary Mission Essential Functions, and Mission Essential Functions.

Facilities – Locations where an School/District's leadership and staff operate. Leadership and staff may be co-located in one facility or dispersed across many locations and connected by communications systems. Facilities must be able to provide staff with survivable protection and must enable continued and endurable operations.

Interoperable Communications – Communications that provide the capability to perform essential functions, in conjunction with other School/Districts/entities, under all conditions.

Leadership – The senior decision makers who have been elected (e.g., the President, State governors) or designated to head a branch of government or other School/District.

Memorandum of Agreement/Memorandum of Understanding – Written agreement between departments/agencies that require specific goods or services to be furnished or tasks to be accomplished by one School/District in support of the other.

Mission Essential Functions – The limited set of agency-level government functions that must be continued throughout, or resumed rapidly after, a disruption of normal activities.

Orders of Succession – Provisions for the assumption by individuals of School/District senior leadership positions during an emergency in the event that any of those officials are unavailable to execute their legal duties.

Primary Operating Facility – The site of an School/District's normal, day-to-day operations; the location where the employee usually goes to work.

Reconstitution – The process by which surviving and/or replacement School/District personnel resume normal operations from the original or replacement primary operating facility.

Risk Analysis – The process by which risks are identified and evaluated.

Risk Assessment – The identification and assessment of hazards.

Risk Management – The process of identifying, controlling, and minimizing the impact of events whose consequences are or may be unknown, or events that are fraught with uncertainty.

School/District Head – The highest-ranking official of the primary occupant School/District, or a successor or designee who has been selected by that official.

Telework – The ability to work at a location other than the official duty station to perform work or emergency duties. This may include, but is not limited to, using portable computers, personal computers, high-speed telecommunications links, and mobile communications devices.

Testing, Training, and Exercises – Measures to ensure that an agency's continuity Annex is capable of supporting the continued execution of the agency's essential functions throughout the duration of a continuity situation.

Virtual Offices – An environment where employees are not collocated and rely exclusively on information technologies to interact and conduct their work across distance from multiple geographic locations.

Vital Records – Electronic and hardcopy documents, references, and records that are needed to support essential functions during a continuity situation. The two basic categories of vital records are (1) emergency operating records and (2) rights and interests records.

VII. ACRONYMNS

AAR	After Action Report
BIA	Business Impact Analysis
BPA	Business Process Analysis
CAP	Corrective Action Program
CGC	Continuity Guidance Circular
ERG	Emergency Relocation Group
IP	Improvement Plan
IT	Information Technology
MEF	Mission Essential Function
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
STTEF	State, Territorial, and Tribal Essential Function
TT&E	Test, Training, and Exercise

ATTACHMENTS

I. IMPLEMENTING INSTRUCTIONS

- *Operational Checklists: A checklist is a simple tool that ensures all required tasks are accomplished so that the School/District can continue operations at an alternate location. Checklists may be designed to list the responsibilities of a specific position or the steps required to complete a specific task.*
- Emergency Calling Directory
- Emergency Relocation Team Checklist and Essential Functions Checklist
- Continuity Site Acquisition Checklist
- Emergency Operating Records and IT Checklist
- Emergency Equipment Checklist
- Delegations of Authority
- Orders of Succession
- Maps and directions to the continuity facility and seating chart of the facility

II. ESSENTIAL FUNCTIONS

A. Identification of Mission Essential Functions (MEF)

The Laconia School District/Woodland Heights School has completed the MEF process to identify those functions that the Laconia School District/Woodland Heights School must continue.

The Laconia School District/Woodland Heights School's MEFs are based on its mission and role in support of the continued to ensure the well-being of their school communities.

B. Mission Essential Functions (MEF)

School/District MEFs are a limited set of their School/District functions that must be continued throughout, or resumed rapidly after, a disruption of normal activities. Using CGC 2 guidance, the Laconia School District/Woodland Heights School implemented the MEF identification process to identify and prioritize their School/District MEFs. The Laconia School District/Woodland Heights School's MEFs, as validated and approved by the [enter School/District approving official title], are listed below in priority order.

1. [Insert School/District MEF here].

2. [Insert School/District MEF here].

3. [Insert School/District MEF here].

4. [Insert School/District MEF here].

5. [Insert School/District MEF here].

6. [Insert School/District MEF here].

C. Identification of MEF Personnel

In order to continue its essential functions, the Laconia School District/Woodland Heights School has determined the staff positions necessary to relocate under Continuity Annex activation. A copy of the current roster is found at [insert location]. The [Insert office/title] is responsible for maintaining roster currency and ensuring personnel are matched against needed positions.

Each continuity member is selected by the [Insert office/title] based upon:

- The predetermined essential functions that must be performed, regardless of the operational status of the Laconia School District/Woodland Heights School's primary operating facility
- The member's knowledge and expertise in performing these essential functions
- The member's ability to rapidly deploy to the relocation site in an emergency situation

SAMPLE
The following table shows an example of a partial continuity personnel roster.

Function	Title/ Position	Name	Telephone Numbers	Additional Information
Function #1: Approve and oversee cleanup of contaminated sites.	Division Head, Enforcement and Remediation Division	John Smith	Home: (###) ###-#### Work: (###) ###-#### Cell: (###) ###-####	Insert other School/District-required information, i.e. duty station and addresses
	Alternate: Deputy Division Head, Enforcement and Remediation Division	*Jane Doe*	Home: (###) ###-#### Work: (###) ###-#### Cell: (###) ###-####	Insert other School/District-required information, i.e. duty station and addresses
	Chief, Enforcement Branch	Sally Dune	Home: (###) ###-#### Work: (###) ###-#### Cell: (###) ###-####	Insert other School/District-required information, i.e. duty station and addresses
	Alternate: Deputy Chief, Enforcement Branch	*Jim Rich*	Home: (###) ###-#### Work: (###) ###-#### Cell: (###) ###-####	Insert other School/District-required information, i.e. duty station and addresses

III. VITAL RECORDS MANAGEMENT

"Vital records" refers to information systems and applications, electronic and hard copy documents, references, and records, to include classified or sensitive data, needed to support MEFs during a continuity event. Laconia School District/Woodland Heights School has incorporated its vital records program into the overall continuity program, Annex's, and procedures.

The Laconia School District/Woodland Heights School's vital records program incorporates into the overall continuity Annex with a clear authority to include:

The Laconia School District/Woodland Heights School's official vital records program:
- Identifies and protects those records that specify how the [School/District] will operate in an emergency or disaster
- Identifies those records necessary to the [School/District]'s continuing operations
- Identifies those records needed to protect the legal and financial rights of the [School/District]

- Policies
- Authorities
- Procedures
- The written designation of the Laconia School District/Woodland Heights School vital records manager

Within 12 hours of activation, continuity personnel at the continuity facility for the Laconia School District/Woodland Heights School should have access to the appropriate media for accessing vital records, including:

- A local area network
- Electronic versions of vital records
- Supporting information systems and data
- Internal and external email and email archives
- Paper copies of vital records
- [Insert any other media here]

A. Identifying Vital Records

The Laconia School District/Woodland Heights School has identified the following as vital to its operations, and has assigned responsibility for those records to the [insert personnel or office here], which includes a combination of continuity personnel, personnel in the [insert division/office title here], and records management personnel.

Laconia School District/Woodland Heights School maintains a complete inventory of vital records, along with the locations of and instructions on accessing those records. These records are located at [insert location/ office]. This inventory will be maintained at a back-up/offsite location located at [insert location(s) here] by [insert office] to ensure continuity if the primary operating facility is damaged, destroyed, or unavailable.

The [insert office] developed and maintains a vital records Annex packet or collection located at [insert location/office]. The packet or collection includes:

- A paper copy or electronic list of the Laconia School District/Woodland Heights School key School/District personnel and continuity personnel with up-to-date telephone numbers
- A vital records inventory with the precise locations of vital records prepared by the [insert office]
- Updates to the vital records
- Necessary keys or access codes
- Listing of the access requirements and sources of equipment necessary to access the records
- The Laconia School District/Woodland Heights School continuity facility locations
- Lists of records recovery experts and vendors provided by the [insert office] and located at [insert location]
- A copy of the Laconia School District/Woodland Heights School continuity annexes
- [Insert any other documents included in the packet here]

For the above items, the [insert office] is responsible for providing access requirements and lists of sources of equipment necessary to access the records (this may include hardware and software, microfilm readers, Internet access, and/or dedicated telephone lines). These requirements and lists are found at the [insert location/office].

This packet will be reviewed annually by the [insert office] with the date and names of the personnel conducting the review documented in writing to ensure that the information is current. A copy will be securely maintained at the Laconia School District/Woodland Heights School continuity facilities and [insert any other locations here], so it is easily accessible to appropriate personnel when needed.

B. Protecting Vital Records

The protection of vital records is essential to ensuring the records are available during a continuity event, thus enabling an School/District to perform their MEFs. The Laconia School District/Woodland Heights School has conducted a vital records and database risk assessment to:

- Identify the risks involved if vital records are retained in their current locations and media, and the difficulty of reconstituting those records if they are destroyed
- Identify offsite storage locations and requirements
- Determine if alternative storage media are available
- Determine requirements to duplicate records and provide alternate storage locations to provide readily available vital records under all conditions

The vital records and database risk assessment was performed by the [insert office] and is located at [insert location].

Appropriate protections for vital records will be provided by the [insert office] and will include dispersing those records to other School/District locations or storing those records offsite. Other protections include [insert additional protections here, including multiple redundant media for storage].

When determining and selecting protection methods, the Laconia School District/Woodland Heights School takes into account the specific protections needed by different kinds of storage media. Microforms, paper photographs, computer disks, tapes, and drives all require different methods of protection. Some of these media also may require equipment to facilitate access.

IV. TRAINING AND MAINTENANCE

The Laconia School District/Woodland Heights School vital records program includes a training program conducted by the [insert office] for all staff, to include periodic briefings to managers about the vital records program and its relationship to their vital records and business needs. The Laconia School District/Woodland Heights School staff training focuses on identifying, inventorying, protecting, storing, accessing, and updating the vital records. Training records for vital records are maintained by the [insert office] and are found at [insert location].

The Laconia School District/Woodland Heights School vital records program includes an annual review of the program to address new security issues, identify problem areas, update information, and incorporate any additional vital records generated by new agency programs or functions or by School/District changes to existing programs or functions. The review is conducted by the [insert office]. The review provides an opportunity to familiarize staff with all aspects of the vital records program. It is appropriate to conduct a review of the vital records program in conjunction with the Laconia School District/Woodland Heights School continuity exercises. Documents confirming review of the vital records program are maintained by the [insert office] and are found at [insert location]. At a minimum, Laconia School District/Woodland Heights School vital records are annually reviewed, rotated, or cycled so that the latest versions will be available.

The Laconia School District/Woodland Heights School conducts annual testing, documented in the Laconia School District/Woodland Heights School testing records, of the capabilities for protecting classified and unclassified vital records and for providing access to them from the alternate facility. Testing records for vital records are maintained by the [insert office] and are found at [insert location].

SAMPLE

Vital Record, File, or Database	Support to Essential Function	Form of Record (e.g., hardcopy, electronic)	Pre-positioned at Continuity Facility	Hand Carried to Continuity Facility	Multiple Storage Location(s) Y/N	Maintenance Frequency
Mapping Database	Function #1	Electronic	X		Y	Monthly

Licensed Spill Cleanup Contractors List	Function #1 & 3	Hardcopy		X	N	Quarterly
Regional Dams List	Function #2	Hardcopy		X	N	Annually
Pollution/Chemical Incident Database	Function #3 & 4	Electronic	X		N	Monthly
Public and Private Sewage System Records	Function #3, 4, & 5	Electronic	X		Y	Quarterly

For additional information on vital records management, see CGC 1, Annex I.

V. CONTINUITY FACILITIES

A. Continuity Facility Information

The Laconia School District/Woodland Heights School has designated continuity facility(ies) as part of its Continuity Annex and has prepared continuity personnel for the possibility of unannounced relocation to the site(s) to continue performance of essential functions

The Laconia School District/Woodland Heights School [does/does not] maintain MOAs/MOUs and reviews the MOAs/MOUs annually, as applicable.

If MOAs/MOUs are necessary, include the following in your annex: An MOA/MOU is necessary because the Laconia School District/Woodland Heights School is [list reasons, e.g. co-located with another agency]. A copy of the MOA/MOU is found at [insert location] and maintained by the [insert office name].

The Laconia School District/Woodland Heights School continuity facility is located at [facility name and address]. A map of the surrounding area, including directions and route from the primary operating facility, is located at [below/list location]. Additional facility details are as follows:

(1) This facility is [rented/owned] by the Laconia School District/Woodland Heights School.
(2) [Important contact information for the site, including security, medical, and on-site personnel]
(3) [Security and access requirements]
(4) [Medical support at or near the site]
(5) [Other amenities available at or near the site, including restaurants, stores, banks, and gas stations]

The Laconia School District/Woodland Heights School continuity facility(ies) provide the following in sufficient quantities to sustain operations for up to 30 days or until normal business activities can be resumed:

(1) Space and equipment, including computer equipment and software. The continuity facility is able to accommodate [insert number] personnel. Facility floor Annex's, equipment inventory, and [insert other applicable documents] are found at [insert location].
(2) Capability to perform MEFs within 12 hours of Annex activation for up to 30 days or until normal operations can be resumed.
(3) Reliable logistical support, services, and infrastructure systems. Details on these infrastructure systems are available at [insert location] from the [insert office or personnel name].
(4) Consideration for health, safety, security, and emotional well-being of personnel. Considerations available at the continuity facility include [insert considerations, such as physical security, fitness activities, access to the Employee Assistance Program, and presence of security].
(5) Interoperable communications for effective interaction. Additional information on continuity communications is found [insert location] in this Annex.

(6) Capabilities to access and use vital records. Additional information on accessing vital records is found at [insert location] in this annex.
(7) Systems and configurations that are used in daily activities. IT support at the continuity facility is [insert access to IT support]. Details on the systems and configurations are available at [insert location] from the [insert office or personnel name].
(8) Emergency/back-up power capability. Details on the power capability are available at [insert location] from the [insert office or personnel name].

Repeat this information for each continuity facility used by your School/District.

B. Continuity Facility Logistics

The Laconia School District/Woodland Heights School's continuity facilities maintain pre-positioned or detailed site preparation and activation plans in order to achieve full operational capability within 12 hours of notification. These site preparation and activation plans are [detailed below or insert document name and location].

The Laconia School District/Woodland Heights School maintains a transportation support Annex that describes procedures for no-warning and with-warning events.

- During a no-warning event, advance team and continuity personnel are transported to the continuity facility via [enter means of transportation, rally points, means of notification, back-up transportation methods and any other necessary information].
- During a with-warning event, advance team and continuity personnel are transported to the continuity facility via [enter means of transportation, rally points, means of notification, back-up transportation methods and any other necessary information].

The Laconia School District/Woodland Heights School has addressed the need for housing to support continuity personnel at or near the continuity facility by [insert housing options, such as on-site housing, a list of nearby hotels, and MOA/MOUs with nearby lodging].

C. Continuity Facility Orientation

The Laconia School District/Woodland Heights School regularly familiarizes its continuity personnel with its continuity facilities. The Laconia School District/Woodland Heights School accomplishes this orientation through [insert means of orientation, such as deployment exercises, orientation sessions at the site, and briefings]. This familiarization training is reflected in School/District training records located at [insert location].

Further, the Laconia School District/Woodland Heights School annually trains and prepares its ERG personnel for the possibility of an unannounced relocation to all continuity facilities. This training is reflected in School/District training records located at [insert location].

VI. CONTINUITY COMMUNICATIONS

The Laconia School District/Woodland Heights School has identified available and redundant critical communication systems at the continuity facility. Further, the Laconia School District/Woodland Heights School maintains fully capable continuity communications that could support School/District needs during all hazards/threats, to include pandemic and other related emergencies, and give full consideration to supporting social distancing operations including telework and other virtual offices. These systems provide the ability to communicate within and outside the School/District and are found at [insert location].

SAMPLE

The following table shows an example of tracking modes of communication systems that support an School/District's essential functions.

Communication System	Support to Essential Function	Current Provider	Specification	Alternate Provider	Special Notes
Non-secure Phones					
Secure Phones					
Fax Lines					
Cellular Phones					
Satellite					
Pagers					
E-mail					
Internet Access					
Data Lines					
Two-way Radios					
GETS Cards					
[Insert other options here]					

All Laconia School District/Woodland Heights School's necessary and required communications and IT capabilities should be operational within 12 hours of activation.

The Laconia School District/Woodland Heights School possesses communications capabilities to support the School/District's senior leadership while they are in transit to continuity facilities. These capabilities are maintained by the [Insert office/title] and documentation regarding these communications capabilities is found at [insert location or list capabilities below].

VII. LEADERSHIP AND STAFF

A. Orders of Succession

The Laconia School District/Woodland Heights School has identified successors for the positions of [insert leadership positions requiring orders of succession, including the School/District head and other key positions]. A copy of these orders of succession is found at [insert location]. The [Insert office/title] is responsible for ensuring orders of succession are up-to-date. When changes occur, the [Insert office/title] distributes the changes to [insert offices/groups] by [insert method of distribution].

The Laconia School District/Woodland Heights School's orders of succession are:

- At least three positions deep, where possible, ensuring sufficient depth to ensure the Laconia School District/Woodland Heights School's ability to manage and direct its essential functions and operations
- Include devolution counterparts, where applicable
- Geographically dispersed, where feasible
- Described by positions or titles, rather than by names of individuals holding those offices
- Reviewed by the School/District's legal department as changes occur
- Included as a vital record, with copies accessible and/or available at both the primary operating facility and continuity facilities at [insert locations]

SAMPLE

The following table shows the order of succession for the Woodland Heights School Principal

Position	Designated Successors
Principal	1. District Superintendent
	2. District Assistant Superintendent
	3. Assistant Principal

In addition, each order of succession identifies the rules and procedures designated officials must follow when facing issues of succession to office during continuity events and reference applicable laws and School/District policies.

- [List any temporal, geographical, and/or School/District limitations to the authorities in the orders of succession here]

In the event of a change in leadership status, the Laconia School District/Woodland Heights School must notify the successors, as well as internal and external stakeholders. In the event the Laconia School District/Woodland Heights School leadership becomes unreachable or incapable of performing their authorized legal duties, roles, and responsibilities, the [Insert office/title] will initiate a notification of the next successor in line. [Insert additional methods and procedures of notification here]. The [Insert office/title] will use the following procedures to notify internal and external stakeholders of the change in leadership: [Insert notification procedures here].

The Laconia School District/Woodland Heights School training records document the annual successor training for all personnel who assume the authority and responsibility of the School/District's leadership to include briefing successors to the position of the Superintendent on their responsibilities and duties as a successor. Methods of successor training include **[insert training methods here]**. This training is reflected in the Laconia School District/Woodland Heights School training records located at [insert location].

B. Delegations of Authority

Generally, the Laconia School District/Woodland Heights School pre-determined delegations of authority will take effect when normal channels of direction are disrupted and terminate when these channels have resumed. Pre-determined delegations of authority may be particularly important in a devolution scenario.

The Laconia School District/Woodland Heights School has identified the following delegations of authority:

- Orderly succession of officials to the position of Superintendent in the case of the Superintendent's absence, a vacancy at that office, or the inability of the Superintendent to act during an emergency or national security emergency. The delegation of authority for the Superintendent is found in the Hazard Specific Appendices.
- [Insert additional delegations of authority here]

The Laconia School District/Woodland Heights School's delegations of authorities are found at the continuity facility and at [insert location] and:

(1) Are included as vital records
(2) Are written in accordance with applicable laws and School/District policy ensuring that the School/District's MEFs are performed
(3) Outline explicitly in a statement the authority of an official to re-delegate functions and activities, as appropriate
(4) Delineate the limits of and any exceptions to the authority and accountability for officials
(5) Define the circumstances, to include a devolution situation if applicable, under which delegations of authorities would take effect and would be terminated

The Laconia School District/Woodland Heights School has informed those officials who might be expected to assume authorities during a continuity situation. Documentation that this has occurred is found at [insert location] and at the continuity facility. Further, the Laconia School District/Woodland Heights School has trained those officials who might be expected to assume authorities during a continuity situation at least annually for all pre-delegated authorities for making policy determinations and all levels using [insert training methods here]. This training is reflected in agency training records located at [insert location].

DELEGATION OF AUTHORITY FORM

Laconia School District/Woodland Heights School
Delegation Number: [Insert number]
Issue Date: [Insert date]

DELEGATION OF AUTHORITY AND SUCCESSION FOR THE: [Insert title of School/District head]

A. **Purpose** - This is a delegation of authority for the continuity of essential functions through the orderly succession of officials at the Laconia School District/Woodland Heights School to the Office of the [insert title of School/District head] in case of the Superintendent's absence, a vacancy at that office, or the inability of the Superintendent to act during a disaster or national security emergency.

B. **Delegation** - I hereby delegate authority to the following officials, in the order listed below, to exercise the powers and perform the duties of the [insert title of School/District head], in case of my absence, inability to perform, or vacancy of the office, and until that condition ceases.

1. [Insert order of succession here]
2. [Insert order of succession here]
3. [Insert order of succession here]

If this position is vacant, the next designated official in the order of succession may exercise all the powers, duties, authorities, rights, and functions of the Office of the [insert title of School/District head], but may not perform any function or duty required to be performed exclusively by the office holder.

Eligibility for succession to the Office of the [insert title of School/District head] shall be limited to officially assigned incumbents of the positions listed in the order of succession, above. Only officials specifically designated in the approved order of succession are eligible. Persons appointed on an acting basis, or on some other temporary basis, are ineligible to serve as a successor; therefore, the order of succession would fall to the next designated official in the approved order of succession.

C. **Authorities**

[Insert title of School/District policy or directive]
[Insert title of School/District policy or directive]

D. **Office of Primary Interest** - The Office of the [insert title of School/District head] is the office of primary interest in this delegation.

E. **Cancellation** - [Insert previous delegation of authority] to Office of the [insert title of School/District head] is hereby rescinded.

[School/District Head signs here]
[Enter School/District Head's name here]
[Enter School/District Head's title here]

Legal Counsel signs here]
[Enter Legal Counsel's name here]
[Enter Legal Counsel's title here]

VIII. HUMAN CAPITAL

A. Continuity Personnel

People are critical to the operations of any School/District. Selecting the right people for a School/District's staff is vitally important, and this is especially true in a crisis situation. Leaders are needed to set priorities and keep focus. During a continuity event, emergency employees and other special categories of employees will be activated by the Laconia School District/Woodland Heights School to perform assigned response duties. One of these categories is continuity personnel. In respect to continuity personnel, the Laconia School District/Woodland Heights School has:

- Identified and designated those positions and personnel they judge to be critical to School/District operations in any given emergency situation as continuity personnel. A roster of continuity positions is maintained by the [Insert office/title] and is found at [insert location]
- Identified and documented its continuity personnel. Continuity personnel possess the skills necessary to perform essential functions and supporting tasks. A roster of continuity personnel is maintained by [Insert office/title] and is found at [insert location]
- Officially informed all continuity personnel of their roles or designations by providing documentation in the form of [insert type of documentation here] to ensure that continuity personnel know and accept their roles and responsibilities. Copies of this documentation is maintained by the [Insert office/title] and found at [insert location]
- Ensured continuity personnel participate in the School/District's continuity TT&E program, as reflected in training records. Training records are maintained by the [Insert office/title] and found at [insert location]
- Provided guidance to continuity personnel on individual preparedness measures they should take to ensure response to a continuity event using [insert methods of providing guidance here]. Copies of this guidance is maintained by the [Insert office/title] and found at [insert location]

B. All Staff

It is important that the Laconia School District/Woodland Heights School keeps all staff, especially individuals not identified as continuity personnel, informed and accounted for during a continuity event. The Laconia School District/Woodland Heights School has established procedures for contacting and accounting for employees in the event of an emergency, including operating status.

- The Laconia School District/Woodland Heights School's employees are expected to remain in contact with the [insert office/title, such as supervisors] during any facility closure or relocation situation. [Insert procedures to communicate how, and the extent to which, employees are expected to remain in contact with the agency during any closure or relocation situation]
- The Laconia School District/Woodland Heights School ensures staff are aware of and familiar with Human Capital guidance in order to continue essential functions during an emergency. The Laconia School District/Woodland Heights School uses the following methods to increase awareness: [Insert methods here, such as utilizing an intranet website or employee orientation briefing].

Accounting for all personnel during a continuity event is of utmost importance. In order to account for all staff, the Laconia School District/Woodland Heights School will [insert accountability process here, such as call trees, an automated system, a 1-800 number, etc.]. Accountability information is reported to the [Insert office/title] at [insert number] hour increments. The [insert office] has the responsibility of attempting contact with those individuals who are unaccounted for.

An event that requires the activation of the Continuity Annex may personally affect the Laconia School District/Woodland Heights School staff. Therefore, the [insert office] has the responsibility to create provisions and procedures to assist all staff, especially those who are disaster victims, with special human capital concerns following a catastrophic disaster. These provisions and procedures are found at [insert location].

C. Human Capital Considerations

The Laconia School District/Woodland Heights School continuity program, Annex's, and procedures incorporate existing School/District-specific guidance and direction for human capital management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring, authorities, and flexibilities. The [insert office] has the responsibility for the Laconia School District/Woodland Heights School Human Capital issues. A copy of these policies and guidance is found [insert location].

The Laconia School District/Woodland Heights School Continuity Coordinator and Continuity Manager work closely with the [insert appropriate human capital office/title here] to resolve Human Capital issues related to a continuity event. The [Insert office/title] serves as the Laconia School District/Woodland Heights School Human Capital liaison to work with the Continuity Coordinator or Continuity Manager when developing or updating the School/District's emergency Annex's.

The Laconia School District/Woodland Heights School has developed School/District-specific guidance and direction for continuity personnel on Human Capital issues. This guidance is integrated with Human Capital procedures for its facility, geographic region, and the Office of Personnel Management or similar School/District. This guidance is maintained by the [Insert office/title] and found at [insert location]. The Laconia School District/Woodland Heights School has issued continuity guidance for human capital on the following issues:

- Additional Staffing: [Insert guidance here of location of guidance]
- Work Schedules and Leave/Time Off: [Insert guidance here of location of guidance]
- Employee Assistance Program: [Insert guidance here of location of guidance]
- Special Needs Employees: [Insert guidance here of location of guidance]
- Telework: [Insert guidance here of location of guidance]
- Benefits: [Insert guidance here of location of guidance]
- Premium and Annual Pay Limitations: [Insert guidance here of location of guidance]
- [Insert additional topics here]

Further, the [Insert office/title] communicates Human Capital guidance for emergencies (pay, leave/time off, staffing, work scheduling, benefits, telework, hiring authorities and other human resources flexibilities) to managers in an effort to help continue essential functions during an emergency.

IX. SAMPLE DRIVE AWAY KIT

SAMPLE: Drive-Away Kit

The following table lists suggested items for continuity drive-away kit contents.

Drive Away Kit

- Identification and charge cards
  - School/District identification card
  - Driver's license
  - School/District travel card
  - Health insurance card
  - Personal charge card
- Communication equipment
  - Pager/BlackBerry
  - School/District cell phone
  - Personal cell phone
- Hand-carried vital records
- Continuity Annex
- Directions to continuity facility
- Maps of surrounding area
- Business and leisure clothing
- Flashlight
- Business and personal contact numbers
  - Emergency phone numbers and addresses (relatives, medical doctor, pharmacist)
- Toiletries
- Chargers/extra batteries for phones, GPS, and laptop
- Bottled water and non-perishable food (i.e., granola, dried fruit, etc.)
- Medical needs
  - Insurance information
  - List of allergies/blood type
  - Hearing aids and extra batteries
  - Glasses and contact lenses
  - Extra pair of eyeglasses/contact lenses
  - Prescription drugs (30-day supply)
  - Over-the-counter medications, dietary supplements

In addition, the Laconia School District/Woodland Heights School will conduct the following continuity readiness and preparedness activities:

Appendix 3: Job Aids

I. Incident Commander

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

- € Ensure welfare and safety of incident personnel
- € Supervise Command and General Staff
- € Obtain initial briefing from current Incident Commander and agency administrator
- € Assess incident situation:
  - Review the current situation status and initial incident objectives. Ensure that all local, state, and federal agencies impacted by the incident have been notified
- € Determine need for, establish, and participate in Unified Command
- € Authorize protective action statements, as necessary
- € Activate appropriate Command and General Staff positions. Safety Officer must be appointed on hazardous materials incidents:
  - Confirm dispatch and arrival times of activated resources
  - Confirm work assignments
- € Brief staff:
  - Identify incident objectives and any policy directives for the management of the incident
  - Provide a summary of current organization
  - Provide a review of current incident activities
  - Determine the time and location of first Planning Meeting
- € Determine information needs and inform staff of requirements
- € Determine status of disaster declaration and delegation of authority
- € Establish parameters for resource requests and releases:
  - Review requests for critical resources

  - Confirm who has ordering authority within the organization
  - Confirm those orders that require command authorization

€ Authorize release of information to the media

  - If operating within a Unified Command, ensure all Incident Commanders approve release

€ Establish level of planning to be accomplished:

  - Written Incident Action Plan (IAP)
  - Contingency planning
  - Formal Planning Meeting

€ Ensure Planning Meetings are conducted as indicated:

Sample Planning Meeting Agenda

	Agenda Item	**Responsible Party**
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Approve and authorize implementation of the IAP:

  - Review IAP for completeness and accuracy
  - Verify that objectives are incorporated and prioritized

  - Sign ICS Form 202

€ Ensure Command and General Staff coordination:

  - Periodically check progress on assigned tasks of Command and General Staff personnel
  - Approve necessary changes to strategic goals and IAP
  - Ensure that Liaison Officer is making periodic contact with participating agencies

€ Work with agency staff to declare state of emergency according to agency protocol

€ Keep agency administrator informed on incident-related problems and progress

II. Public Information Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

- € Obtain briefing from Incident Commander:
  - Determine current status of Incident (ICS Form 209 or equivalent)
  - Identify current organization (ICS Forms 201 and 203, resource lists, etc.)
  - Determine point of contact for media (scene or Command Post)
  - Determine current media presence
- € Participate in Administrative Officer's briefing:
  - Determine constraints on information process
  - Determine pre-existing agreements for information centers, Joint Information Centers (JICs), etc
- € Assess need for special alert and warning efforts, including the hearing impaired, non-English speaking populations, and industries especially at risk for a specific hazard or may need advance notice in order to complete shutdown processes
- € Coordinate the development of door-to-door protective action statements with Operations
- € Prepare initial information summary as soon as possible after activation. If no other information is available, consider the use of the following general statement:

  Sample Initial Information Summary

  We are aware that an *[accident/incident]* involving *[type of incident]* occurred at approximately *[time]*, in the vicinity of *[general location]*. *[Agency personnel]* are responding, and we will have additional information available as we are able to confirm it. We will hold a briefing at *[location]* and will notify the press at least ½ hour prior to the briefing. At this time, this briefing is the only place where officials authorized to speak about the incident and confirmed information will be available. Thank you for your assistance.
- € Arrange for necessary workspace, materials, telephones, and staff. Consider assigning Assistant Public Information Officers to:
  - Joint Information Center (JIC)
  - Field (scene) Information
  - Internal Information
- € Establish contact with local and national media representatives, as appropriate
- € Establish location of Information Center for media and public away from Command Post
- € Establish schedule for news briefings
- € Coordinate, with Logistics, the activation and staffing of message center "rumor control" lines to receive requests and answer questions from the public. Provide statement to operators.

€ Obtain current incident status reports from Planning Section; coordinate a schedule for updates

€ Observe constraints on the release of information imposed by the Incident Commander and according to agency guidance

€ Obtain approval for information release from Incident Commander
  - Confirm details to ensure no conflicting information is released
  - Identify site and time for press briefings, and confirm participation by other Incident Management Team (IMT) members

€ Release news to media, and post information in Command Post and other appropriate locations

€ Record all interviews and copy all news releases
  - Contact media to correct erroneous or misleading information being provided to the public via the media

€ Update off-incident agency personnel on a regular basis:
  - Utilize electronic mail for agency updates
  - Establish phone line in the Command Post dedicated to internal communications to update agency personnel
  - Provide standard statement which can be given to general requests for information

€ Coordinate information releases with information staff from other impacted agencies and jurisdictions:
  - Ensure that information provided to the public is consistent across jurisdictional boundaries, when appropriate

€ Attend Planning Meetings:

Sample Planning Meeting Agenda

	Agenda Item	**Responsible Party**
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Respond to special requests for information

€ Provide all news releases, bulletins, and summaries to Documentation Unit to be included in the final incident package

€ Confirm the process for the release of information concerning incident-related injuries or deaths

€ Document all activity on Unit Log (ICS Form 214)

III. Liaison Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

- € Obtain briefing from Incident Commander:
  - Obtain summary of incident organization (ICS Forms 201 and 203)
  - Determine companies/agencies/non-governmental organizations already involved in the incident, and whether they are assisting (have tactical equipment and/or personnel assigned to the organization), or cooperating (operating in a support mode "outside" the organization)
- € Obtain cooperating and assisting agency information, including:
  - Contact person(s)
  - Radio frequencies
  - Phone numbers
  - Cooperative agreements
  - Resource type
  - Number of personnel
  - Condition of personnel and equipment
  - Agency constraints/limitations
- € Establish workspace for Liaison function and notify agency representatives of location
- € Contact and brief assisting/cooperating agency representatives and mutual aid cooperators
- € Interview agency representatives concerning resources and capabilities, and restrictions on use-provide this information at planning meetings
- € Work with Public Information Officer and Incident Commander to coordinate media releases associated with inter-governmental cooperation issues
- € Monitor incident operations to identify potential inter-organizational problems. Keep Command apprised of such issues:
  - Bring complaints pertaining to logistical problems, inadequate communications, and strategic and tactical direction to the attention of Incident Management Team (IMT).

€ Participate in Planning Meetings:

Sample Planning Meeting Agenda

Agenda Item	**Responsible Party**	
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Document all activity on Unit Log (ICS Form 214)

IV. Safety Officer

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

- € Obtain briefing from Incident Commander and/or from initial on-scene Safety Officer
- € Identify hazardous situations associated with the incident. Ensure adequate levels of protective equipment are available, and being used.
- € Staff and organize function, as appropriate:
  - In multi-discipline incidents, consider the use of an Assistant Safety Officer from each discipline
  - Multiple high-risk operations may require an Assistant Safety Officer at each site
  - Request additional staff through incident chain of command
- € Identify potentially unsafe acts
- € Identify corrective actions and ensure implementation. Coordinate corrective action with Command and Operations.
- € Ensure adequate sanitation and safety in food preparation
- € Debrief Assistant Safety Officers prior to Planning Meetings
- € Prepare Incident Action Plan Safety and Risk Analysis (ICS Form 215A)
- € Participate in Planning and Tactics Meetings:
  - Listen to tactical options being considered. If potentially unsafe, assist in identifying options, protective actions, or alternate tactics
  - Discuss accidents/injuries to date. Make recommendations on preventative or corrective actions.
- € Attend Planning meetings:

Sample Planning Meeting Agenda

	Agenda Item	**Responsible Party**
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Participate in the development of Incident Action Plan (IAP):

  - Review and approve Medical Plan (ICS Form 206).
  - Provide Safety Message (ICS Form 202) and/or approved document
  - Assist in the development of the "Special Instructions" block of ICS Form 204, as requested by the Planning Section.

€ Investigate accidents that have occurred within incident areas:

  - Ensure accident scene is preserved for investigation
  - Ensure accident is properly documented
  - Coordinate with incident Compensation and Claims Unit Leader, agency Risk Manager, and Occupational Safety and Health Administration (OSHA)
  - Prepare accident report as per agency policy, procedures, and direction
  - Recommend corrective actions to Incident Commander and agency

€ Coordinate critical incident stress, hazardous materials, and other debriefings, as necessary

€ Document all activity on Unit Log (ICS Form 214)

V. Operations Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.

- € Obtain briefing from Incident Commander:
    - Determine incident objectives and recommended strategies
    - Determine status of current tactical assignments
    - Identify current organization, location of resources, and assignments
    - Confirm resource ordering process
    - Determine location of current Staging Areas and resources assigned there
- € Organize Operations Section to ensure operational efficiency, personnel safety and adequate span of control.
- € Establish operational period.
- € Establish and demobilize Staging Areas.
- € Attend Operations Briefing and assign Operations personnel in accordance with Incident Action Plan (IAP):
    - Brief Staging Area Commander on types and numbers of resources to be maintained in Staging Area
    - Brief tactical elements (Branches, Divisions/Groups, Task Force/Strike-Team Leaders) on assignments, ordering process, protective equipment, and tactical assignments
- € Develop and manage tactical operations to meet incident objectives
- € Assess life safety:
    - Adjust perimeters, as necessary, to ensure scene security
    - Evaluate and enforce use of appropriate protective clothing and equipment
    - Implement and enforce appropriate safety precautions
- € Evaluate situation and provide update to Planning Section:
    - Location, status, and assignment of resources
    - Effectiveness of tactics
    - Desired contingency plans
- € Determine need and request additional resources.
- € Notify Resources Unit of Section Branches, Divisions/Groups, Strike Teams/Task Forces, and single resources which are staffed, including location of resources and names of leaders.
- € Keep Resources Unit up to date on changes in resource status.

€ Write formal Operations portion of IAP with the Planning Section Chief, if so directed by the Incident Commander:

  - Identify assignments by Division or Group
  - Identify specific tactical assignments
  - Identify resources needed to accomplish assignments

€ Ensure coordination of the Operations Section with other Command and General Staff:

  - Ensure Operations Section time-keeping, activity logs, and equipment use documents are maintained and passed to Planning, Logistics, and Finance/Administration Sections, as appropriate
  - Ensure resource ordering and logistical support needs are passed to Logistics in a timely fashion-enforce ordering process
  - Notify Logistics of communications problems
  - Keep Planning up-to-date on resource and situation status
  - Notify Liaison Officer of issues concerning cooperating and assisting agency resources
  - Keep Safety Officer involved in tactical decision-making
  - Keep Incident Commander apprised of status of operational efforts
  - Coordinate media field visits with the Public Information Officer

€ Attend the Tactics Meeting with Planning Section Chief, Safety Officer, and Incident Commander prior to the Planning Meeting to review strategy, discuss tactics, and outline organization assignments.

€ Attend Planning meetings:

Sample Planning Meeting Agenda

	Agenda Item	Responsible Party
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Hold Section meetings, as necessary, to ensure communication and coordination among Operations Branches, Divisions, and Groups.

VI. Planning Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader

- € Obtain briefing from Incident Commander:
  - Determine current resource status (ICS Form 201)
  - Determine current situation status/intelligence (ICS Form 201)
  - Determine current incident objectives and strategy
  - Determine whether Incident Commander requires a written Incident Action Plan (IAP)
  - Determine time and location of first Planning Meeting
  - Determine desired contingency plans
- € Activate Planning Section positions, as necessary, and notify Resources Unit of positions activated
- € Establish and maintain resource tracking system
- € Complete ICS Form 201, if not previously completed, and provide copies to Command, Command Staff, and General Staff
- € Advise Incident Command Post (ICP) staff of any significant changes in incident status
- € Compile and display incident status summary information. Document on ICS Form 209, Incident Status Summary (or other approved agency forms):
  - Forward incident status summaries to Agency Administrator and/or other designated staff once per operational period, or as required
  - Provide copy to Public Information Officer
- € Obtain/develop incident maps
- € Establish information requirements and reporting schedules for ICP and field staff
- € Prepare contingency plans:
  - Review current and projected incident and resource status
  - Develop alternative strategies
  - Identify resources required to implement contingency plan
  - Document alternatives for presentation to Incident Commander and Operations, and for inclusion in the written IAP
- € Meet with Operations Section Chief and/or Command, prior to Planning Meetings, to discuss proposed strategy and tactics and diagram incident organization and resource location

€ Conduct Planning meetings according to the following agenda:

Sample Planning Meeting Agenda

	Agenda Item	**Responsible Party**
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Supervise preparation and distribution of the written IAP, if indicated. Minimum distribution is to all Command, Command Staff, General Staff, and Operations personnel to the Division/Group Supervisor level:

- Establish information requirements and reporting schedules for use in preparing the IAP
- Ensure that detailed contingency plan information is available for consideration by Operations and Command
- Verify that all support and resource needs are coordinated with Logistics Section prior to release of the IAP
- Include fiscal documentation forms in written IAP as requested by the Finance/Administration Section
- Coordinate IAP changes with General Staff personnel and distribute written changes, as appropriate

€ Coordinate development of Incident Traffic Plan with Operations and the Ground Support Unit Leader

€ Coordinate preparation of the Safety Message with Safety Officer

€ Coordinate preparation of the Incident Communications Plan and Medical Plan with Logistics

€ Instruct Planning Section Units in distribution of incident information

€ Provide periodic predictions on incident potential

€ Establish a weather data collection system, when necessary

€ Identify need for specialized resources; discuss need with Operations and Command; facilitate resource requests with Logistics

€ Ensure Section has adequate coverage and relief

€ Hold Section meetings as necessary to ensure communication and coordination among Planning Section Units

€ Ensure preparation of demobilization plan, if appropriate

€ Ensure preparation of final incident package and route to Agency Administrator for archiving or follow-up after Incident Management Team (IMT) demobilization

€ Provide briefing to relief on current and unusual situations

€ Ensure that all staff observe established level of operational security

€ Ensure all Planning functions are documenting actions on Unit Log (ICS Form 214)

€ Submit all Section documentation to Documentation Unit

VII. Logistics Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Branch Director or Unit Leader.

€ Obtain briefing from Incident Commander:
  - Review situation and resource status for number of personnel assigned to incident
  - Review current organization
  - Determine which incident facilities have been/should be activated

€ Ensure Incident Command Post and other incident facilities are physically activated, as appropriate

€ Confirm resource ordering process

€ Assess adequacy of current Incident Communications Plan (ICS Form 205)

€ Organize and staff Logistics Section, as appropriate, and consider the need for facility security, and Communication and Supply Units

€ Assemble, brief, and assign work locations and preliminary work tasks to Section personnel:
  - Provide summary of emergency situation
  - Provide summary of the kind and extent of Logistics support the Section may be asked to provide

€ Notify Resources Unit of other Units activated, including names and location of assigned personnel

€ Attend Planning meetings:

Sample Planning Meeting Agenda

	Agenda Item	Responsible Party
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Participate in preparation of Incident Action Plan (IAP):

  - Provide input on resource availability, support needs, identified shortages, and response time-lines for key resources
  - Identify future operational needs (both current and contingency), in order to anticipate logistical requirements
  - Ensure Incident Communications Plan (ICS Form 205) is prepared
  - Ensure Medical Plan (ICS Form 206) is prepared
  - Assist in the preparation of Transportation Plan

€ Review IAP and estimate section needs for next operational period; order relief personnel if necessary

€ Research availability of additional resources

€ Hold Section meetings, as necessary, to ensure communication and coordination among Logistics Branches and Units

€ Ensure coordination between Logistics and other Command and General Staff

€ Ensure general welfare and safety of Section personnel

€ Provide briefing to relief on current activities and unusual situations

€ Ensure that all personnel observe established level of operational security

€ Ensure all Logistics functions are documenting actions on Unit Log (ICS Form 214)

€ Submit all Section documentation to Documentation Unit

VIII. Finance/Administration Section Chief

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader.

€ Obtain briefing from Incident Commander:

- Incident objectives
- Participating/coordinating agencies
- Anticipated duration/complexity of incident
- Determine any political considerations
- Obtain the names of any agency contacts the Incident Commander knows about
- Possibility of cost sharing
- Work with Incident Commander and Operations Section Chief to ensure work/rest guidelines are being met, as applicable

€ Obtain briefing from agency administrator:

- Determine level of fiscal process required
- Delegation of authority to Incident Commander, as well as for financial processes, particularly procurement
- Assess potential for legal claims arising out of incident activities
- Identify applicable financial guidelines and policies, constraints and limitations

€ Obtain briefing from agency Finance/Administration representative:

- Identify financial requirements for planned and expected operations
- Determine agreements are in place for land use, facilities, equipment, and utilities
- Confirm/establish procurement guidelines
- Determine procedure for establishing charge codes
- Important local contacts
- Agency/local guidelines, processes
- Copies of all incident-related agreements, activated or not
- Determine potential for rental or contract services
- Is an Incident Business Advisor (IBA) available or the contact information for an agency Financial/Administration representative?
- Coordinate with Command and General Staff and agency Human Resources staff to determine the need for temporary employees
- Ensure that proper tax documentation is completed
- Determine whether hosting agency will maintain time records, or whether the incident will document all time for the incident, and what forms will be used

€ Ensure all Sections and the Supply Unit are aware of charge code

€ Attend Planning Meetings:
    - Provide financial and cost-analysis input
    - Provide financial summary on labor, materials, and services
    - Prepare forecasts on costs to complete operations
    - Provide cost benefit analysis, as requested
    - Obtain information on status of incident; planned operations; changes in objectives, use of personnel, equipment, aircraft; and local agency/political concerns

Sample Planning Meeting Agenda

	Agenda Item	Responsible Party
	Briefing on situation/resource status.	Planning/Operations Section Chiefs
	Discuss safety issues.	Safety Officer
	Set/confirm incident objectives.	Incident Commander
	Plot control lines & Division boundaries.	Operations Section Chief
	Specify tactics for each Division/Group.	Operations Section Chief
	Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
	Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
	Develop resource order.	Logistics Section Chief
	Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
	Provide financial update.	Finance/Administration Section Chief
	Discuss interagency liaison issues.	Liaison Officer
	Discuss information issues.	Public Information Officer
	Finalize/approve/implement plan.	Incident Commander/All

€ Gather continuing information:
    - Equipment time – Ground Support Unit Leader and Operations Section
    - Personnel time – Crew Leaders, Unit Leaders, and individual personnel
    - Accident reports – Safety Officer, Ground Support Unit Leader, and Operations Section
    - Potential and existing claims – Operations Section, Safety Officer, equipment contractors, agency representative, and Compensation/Claims Unit Leader
    - Arrival and demobilization of personnel and equipment – Planning Section.
    - Daily incident status – Planning Section
    - Injury reports – Safety Officer, Medical Unit Leader, and Compensation/Claims Unit Leader
    - Status of supplies – Supply Unit Leader and Procurement Unit Leader
    - Guidelines of responsible agency – Incident Business Advisor, local administrative personnel

  - Use agreements – Procurement Unit Leader and local administrative personnel
  - What has been ordered? – Supply Unit Leader
  - Unassigned resources – Resource Unit Leader and Cost Unit Leader

€ Meet with assisting and cooperating agencies, as required, to determine any cost-share agreements or financial obligation

€ Coordinate with all cooperating agencies and specifically administrative personnel in hosting agency

€ Initiate, maintain, and ensure completeness of documentation needed to support claims for emergency funds, including auditing and documenting labor, equipment, materials, and services:

  - Labor - with breakdown of work locations, hours and rates for response personnel, contract personnel, volunteers, and consultants
  - Equipment - with breakdown of work locations, hours and rates for owned and rented aircraft, heavy equipment, fleet vehicles, and other equipment
  - Materials and supplies purchased and/or rented, including equipment, communications, office and warehouse space, and expendable supplies

€ Initiate, maintain, and ensure completeness of documentation needed to support claims for injury and property damage. (Injury information should be kept on contracted personnel formally assigned to the incident, as well as paid employees and mutual aid personnel).

€ Ensure that all personnel time records reflect incident activity and that records for non-agency personnel are transmitted to home agency or department according to policy:

  - Notify incident management personnel when emergency timekeeping process is in effect and where timekeeping is taking place
  - Distribute time-keeping forms to all Sections-ensure forms are being completed correctly

€ Ensure that all obligation documents initiated by the incident are properly prepared and completed

€ Assist Logistics in resource procurement:

  - Identify vendors for which open purchase orders or contracts must be established
  - Negotiate ad hoc contracts

€ Ensure coordination between Finance/Administration and other Command and General Staff

€ Coordinate Finance/Administration demobilization

€ Provide briefing to relief on current activities and unusual events

€ Ensure all Logistics Units are documenting actions on Unit Log (ICS Form 214)

€ Submit all Section documentation to Documentation Unit

Appendix 4: resource list—Faculty and Staff

NAME	POSITION	HOME PHONE	CELL PHONE	EMAIL

I. Resource List: Equipment

TYPE	QUANITITY	LOCATION	AVAILABLE Y (OR) N
Laptop Computers	12	Main Office	Yes

II. State and Local Contact Data

AGENCY	NAME	POSITION	PHONE	EMAIL
NH Homeland Security and Emergency Management	James Richardson	School Planner	(w) 603-223-3629 (c) 603-892-4677	james.richardson@dos.nh.gov
NH Department of Health and Human Services/ Disaster Behavioral Health Team	Jennifer Schirmer	State DBHART Coordinator	(w) 603-271-9454 (c) 603-419-0074	jennifer.schirmer@dhhs.state.nh.us

APPENDIX 5: CHECKLISTS

I. Public Release of Information Checklist Template

Check (_) as appropriate: District/District-wide School
Date: Time:
NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

has just experienced a(n)

- _ The (students/employees) [(are being) or (have been)] accounted for.
- _ No further information is available at this time.
- _ Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- _ Law Enforcement [(are here) or (are on the way) or (are not available to us)].
- _ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

________________________________ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is/are) being set up at
to answer questions about individual students.

Communication center(s) for families (is/are) being set up at
to answer questions about individual employees.

Injuries have been reported at and are being treated at the site by
(Staff/professional medical responders).
(#)________reported injured.

Students have been taken to a safe area, , and are with [(classroom
teachers/staff) or ( )].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at .

(#) Confirmed deaths have been reported at .
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: ..

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release #
(Date/Time:)

Site Status Report Checklist Template

TO: FROM: (name) LOCATION:

DATE: TIME: PERSON IN CHARGE AT SITE:

Message via: 2-way Radio _____ Telephone Messenger _______

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# Sent to hosp./med	Dead	Missing	Unaccounted for (away from site)	# Released to parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

Check ✓	**Damage/Problem**	**Location(s)**
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other (list):	

MESSAGE: (Include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing, and accounted for ASAP.)

II. Pandemic Influenza Checklist Templates

Pandemic Influenza – Mitigation: Checklist #1

- ☐ Identify a district committee to provide guidance to school sites regarding pandemic flu preparations
- ☐ District committee review district communicable disease policies and procedures
- ☐ Determine any additional policies/procedures that may need to be in place and what translation needs to be done

District committee may address the following:

- ☐ Develop a communication plan for possible school closures
- ☐ Determine the length of time a student needs to be in school for revenue generation
- ☐ Work with human resources regarding schools functioning with 30% of work force absent. Look at alternatives of staggered school times, changes in bussing, and telecommunication
- ☐ Work with the business office regarding payroll continuation with 30% of work force absent.
- ☐ Order prevention posters and materials for all classrooms in the district
- ☐ Develop system for receiving daily reporting on numbers of students and staff absent because of flu
- ☐ Coordinate with regional public health network

Each school identifies a committee of three to four persons responsible for developing a timeline and overseeing the implementation of:

- ☐ Pandemic flu preparations and possible interventions
- ☐ An Incident Command Center that receives communication from the district office and city and state government offices

School site committee may address the following:

- ☐ Identify individual(s) to educate staff about pandemic flu
- ☐ Identify individual(s) to educate students about hand-washing, covering cough with a tissue, and staying home when sick
- ☐ Identify individual(s) to educate families about pandemic flu and school plan
- ☐ Identify individual(s) to make sure each room has either soap and running water for hand-washing and if not provide alcohol-based hand-washing product. Place Kleenex in each room.
- ☐ Distribute and post in each classroom the Stop Germs, Stay Healthy poster

Pandemic Influenza – Preparedness: Checklist #2

- ☐ Review current school district pandemic flu plans
- ☐ Review current school facility pandemic flu plans.
- ☐ Review current pandemic influenza response plan from city and state governments.
- ☐ Continue educating staff, families, and students on pandemic flu prevention and plans for the school
- ☐ Develop at each school an incident command center management protocol to include the following activities:
    - ☐ Identify chain of command in case of illness. Establish a back-up command adding at least additional tiers.
    - ☐ Develop procedures for communicating with staff, students, and families
    - ☐ Identify information to be translated. Identify which languages are represented in student population.
    - ☐ Identify and recruit translators; translate information into a template form so that only minor changes will need to be made at time of outbreak.
    - ☐ Develop procedures for communicating with the local and county health departments and the media
    - ☐ Identify procedure for communicating possible school schedule changes, bussing changes, and school closure guidelines
    - ☐ Review procedures for sending ill individuals home and make adjustments if necessary

Pandemic Influenza Response: Checklist #3

- ☐ Identify the number of staff and students daily absent with pandemic flu
- ☐ Report numbers absent to district office and city and county governments if requested to do so
- ☐ Have translators review information templates and finalize the information that will be provided to non-English speaking families
- ☐ Activate your incident command management system as warranted
- ☐ Identify information that needs to be communicated to staff, students, and families, and the frequency and method of communication
- ☐ Hold faculty/staff meetings and provide information on extent of infection at school site and possible changes that may take place at the school
- ☐ Document critical actions taken during the response
- ☐ Conduct timely debriefings to identify lessons learned and make necessary changes to the response plan

Pandemic Influenza – Recovery Checklist #4

Pre-planning for recovery:

- ☐ Identify and pre-screen health and grief service providers
- ☐ Develop template letters
- ☐ Provide training for school staff regarding grief and possible health problems

Recovery:

- ☐ Mobilize the Crisis Recovery Team that provides emotional-psychological support.
- ☐ If there is a loss of life in the school community establish location site or "Safe Room" for counseling services to be provided
- ☐ Hold faculty/staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location
- ☐ Announce counseling support services available to faculty and staff
- ☐ Announce counseling support services that are available to students
- ☐ Provide rest places for those who tire easily
- ☐ Provide physical assessments if needed if staff are available or make appropriate community health referrals.
- ☐ Send letter home to families
- ☐ Make educational materials available to families on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress
- ☐ Make educational materials available to staff on topics such as recovering from the flu, and common symptoms and constructive ways to cope with stress
- ☐ Establish working relationship with Employee Assistance Programs
- ☐ Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop the school and community resources to provide these services
- ☐ Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members
- ☐ Modify work roles and responsibilities or add volunteer or support staff as needed
- ☐ Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services
- ☐ Follow-up with student referrals made to community agencies
- ☐ Conduct debriefings with Crisis Recovery Team
- ☐ Assess if Crisis Recovery Team needs additional training, as needs arise
- ☐ Document "lessons learned" and incorporate them into revisions and trainings