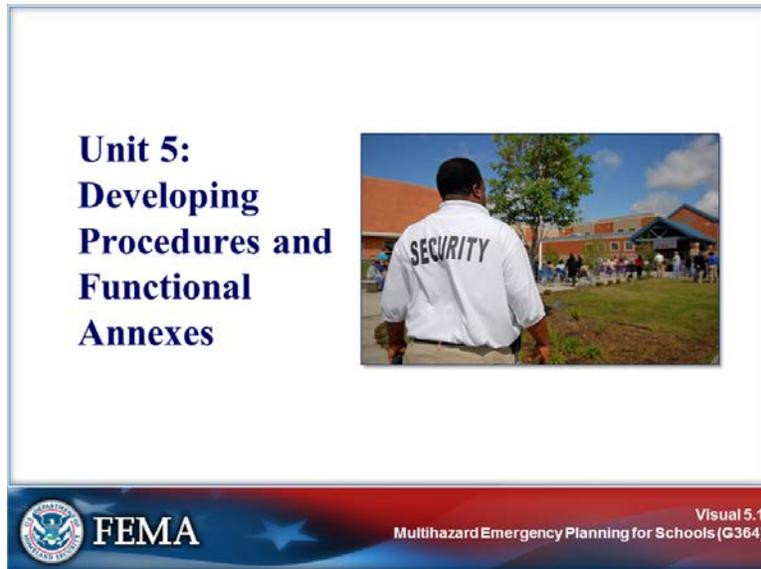

**UNIT 5. DEVELOPING PROCEDURES
AND FUNCTIONAL ANNEXES**

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UNIT INTRODUCTION

Visual 5.1



Key Points

This unit presents information on procedures and functions that should be included in the functional annexes of a school emergency operations plan (EOP). Functions are major activities that are critical to successful emergency response.

These procedures describe:

- What school personnel will do in response to an incident.
- How the school will continue essential operations immediately after an incident.
- The steps that the school will take to recover after an incident.

UNIT INTRODUCTION

Visual 5.2

Unit Objectives

- Identify elements to include in functional annexes.
- Identify the types of response, recovery, and other procedures to include in the school EOP.
- Develop or update functional annexes in the school emergency operations plan (EOP).

The slide footer features the FEMA logo on the left, the text 'FEMA' in a large font, and 'Visual 5.2' and 'Multihazard Emergency Planning for Schools (G364)' on the right, all set against a red and blue background with a star.

Key Points

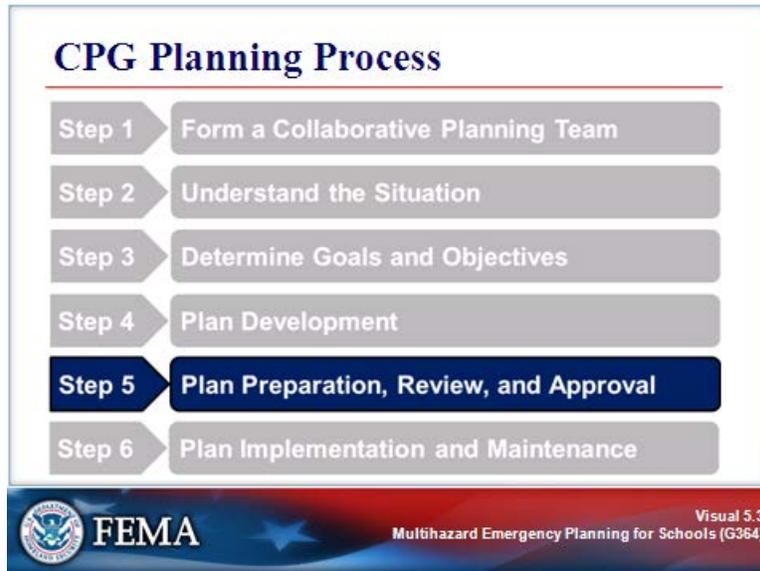
The unit objectives are to enable you to:

- Identify elements to include in functional annexes.
- Identify the types of response, recovery, and other procedures to include in the school EOP.
- Develop or update functional annexes in the school emergency operations plan (EOP).

This unit provides instruction on how to identify actions, roles, and responsibilities that participating organizations have for completing tasks for a function.

FUNCTIONAL ANNEXES

Visual 5.3



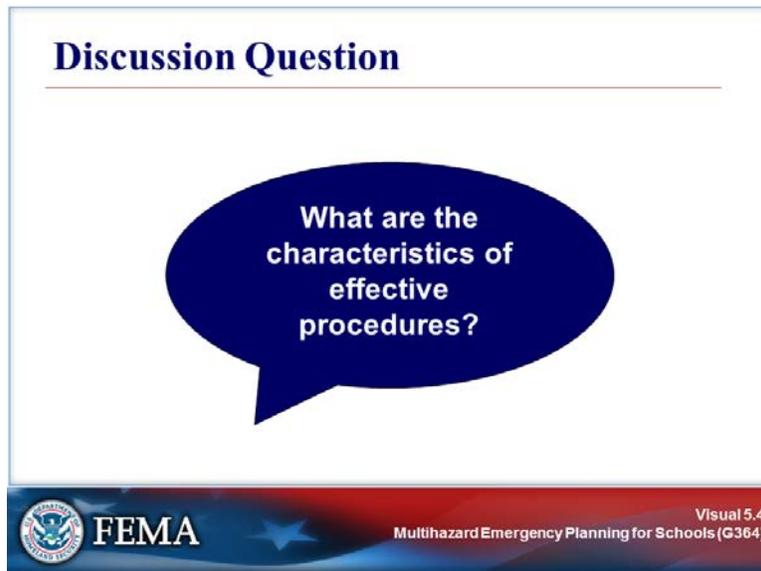
Key Points

Earlier units in this course described the first five steps in the CPG 101 planning process: forming the planning team, understanding the situation, determining goals and objectives, plan development, and plan preparation, review, and approval.

This unit continues with step 5 of the process.

FUNCTIONAL ANNEXES

Visual 5.4



Key Points

The school plan must include effective procedures for managing emergencies.

In order for procedures to be effectively carried out, students and staff must receive training on the procedures and participate in frequent exercises.

FUNCTIONAL ANNEXES

Visual 5.5



Key Points

As described in earlier units of this course, the school plan includes three key components: the basic plan, functional annexes, and hazard-specific annexes.

The previous unit described the elements of a basic plan.

This unit will focus on the functional annexes.

The next unit will provide more information on threat/hazard/incident-specific annexes.

FUNCTIONAL ANNEXES

Visual 5.6

Functional Annexes

- Address response and recovery procedures.
- Describe the actions, policies, roles, responsibilities, and processes for each function.
- Discuss how the school manages each function before, during, and after an incident.

A functional annex focuses on critical operational functions and courses of action to carry them out.

FEMA
Visual 5.6
Multihazard Emergency Planning for Schools (G364)

Key Points

An important planning task is to identify the functions that are critical to successful emergency response. These core functions become the subjects of the separate functional annexes.

Functional annexes:

- Address all-threat/hazard critical operational functions, including:
 - Response procedures.
 - Recovery and continuity of operations (COOP) procedures.
 - Other broad functions such as communications and security.
- Describe the actions, policies, roles, responsibilities, and processes for each function.
- Discuss how the school manages each function before, during, and after an incident.

FUNCTIONAL ANNEXES

Visual 5.6 (Continued)

Functional annexes recommended in Guide for Developing High-Quality School Emergency Operations Plans are listed below. (Note: This is not a complete list, but it is recommended that all school EOPs include at least the following functional annexes.)

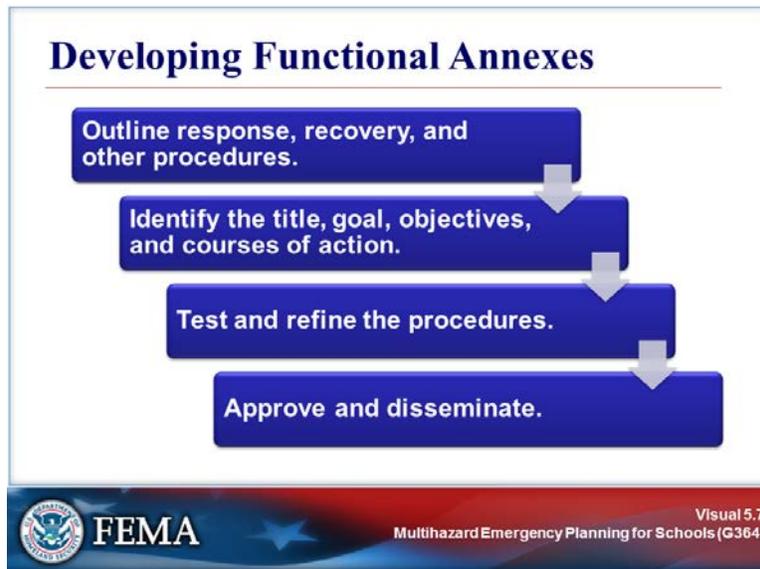
1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations
8. Security
9. Recovery
10. Health and Medical

While these functions should be described separately, it is important to remember that many functions will occur **consecutively**. For example, sheltering-in-place during an earthquake may be implemented, but if the building is damaged the school may then initiate an evacuation.

Functions may also be performed **concurrently**. During an evacuation, for example, as students and staff are safely out of the building the accounting function begins, while evacuation may still be occurring in other parts of the school.

FUNCTIONAL ANNEXES

Visual 5.7



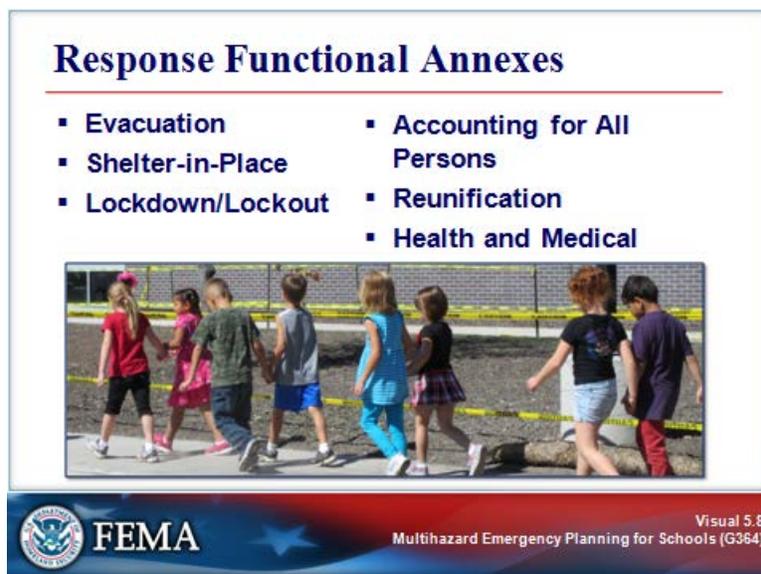
Key Points

To develop functional annexes to a school EOP:

- Identify and outline response, recovery, and other procedures that your school might need before, during, or after an incident.
- Identify the title, goal, objectives, and courses of action for those procedures.
- Conduct training and exercises to test and refine the procedures, once developed.
- Approve and disseminate the procedures after revisions are complete.

RESPONSE PROCEDURES

Visual 5.8



Key Points

Response procedures (also called protocols or response actions) are standardized, specific actions for school staff and students to take for a variety of threats, hazards, or incidents. By developing and practicing a set of response procedures, school staff and students will be able to quickly and safely respond in a variety of situations.

Examples of response procedures that should be detailed in functional annexes are listed on the visual. The following table describes these procedures and planning considerations for each.

All functional annexes should address:

- **Situations** under which the procedures should be used.
- **Who** has the authority to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Evacuation	<p>When conditions inside make it unsafe to remain in a building, the safest course of action may be to move people to a safe location outside the building. In certain situations, partial evacuation may be possible, such as when the location of an aggressor is known and portions of the building or campus have a safe route out that does not expose evacuees to danger. In some cases, a law enforcement-led evacuation will be carried out while an incident is still in progress.</p> <p>This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds.</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.• How to evacuate when the primary route evacuation route is unusable.• How to evacuate students who are not with a teacher or staff member.• How to evacuate individuals with access and functional needs including language, transportation, and medical needs.
Shelter-in-Place	<p>A shelter-in-place annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside.</p> <p>Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).• How to move students when the primary route is unusable.• How to locate and move students who are not with a teacher or staff member.• How “safe rooms” will be integrated for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Procedure	Description
<p>Lockdown/ Lockout</p>	<p>Lockdown is a protective action that involves locking and hiding. In a preventive lockdown, perimeter doors are locked to keep a dangerous situation from entering the building. In a full emergency lockdown, lockout procedures are implemented and people move quickly to (or stay within) locations that are relatively secure, and lock the doors. All possible means of staying out of sight are used, according to established procedures, which may include turning off lights, pulling down shades, getting out of view of windows, turning off cell phones, and remaining quiet.</p> <p>This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none"> • How to lock all exterior doors and when it may or may not be safe to do so. • How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action. • What to do when a threat materializes inside the school. • When to use the different variations of a lockdown (when outside activities are curtailed, doors are locked, and visitors closely monitored but all other school activities continue as normal).
<p>Accounting for All Persons</p>	<p>This annex focuses on developing courses of action for accounting for the whereabouts and wellbeing of students, staff, and visitors, and identifying those who may be missing.</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none"> • How staff will determine who is present at the assembly area. • What to do when a student, staff member, or visitor cannot be located. • How staff will report to the assembly supervisor. • How and when students will be dismissed/released.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Procedure	Description
Reunification	<p>Reunification is the safe, orderly reunion of parents/guardians with their children because the school has been evacuated or closed.</p> <p>Reunification may be appropriate when the school has been closed or evacuated due to a major fire, gas leak, hazardous materials spill, flash flooding, active shooter or other act of violence, bomb threat, etc.</p> <p>The reunification annex details how students will be reunited with their families or guardians.</p> <p>The planning team should consider the following when developing their goals, objectives and courses of action:</p> <ul style="list-style-type: none">• How to inform families and guardians about the reunification process in advance and how to clearly describe their roles and responsibilities in reunification.• How to verify that an adult is authorized to take custody of a student.• How to facilitate communication between the parent check-in, student assembly, and reunion areas.• How to ensure students do not leave on their own.• How to protect the privacy of students and parents from the media.• How to reduce confusion during the reunification process.• How frequently families will be updated.• How to account for technology barriers faces by students, staff, parents, and guardians.• How to effectively address language access barriers faced by students, staff, parents, and guardians.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Health and Medical	<p>This annex describes the courses of action that the school will implement to address emergency medical (for example, first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire, and emergency management representatives. Mental health needs after an emergency will be addressed in the recovery annex.</p> <p>The planning team should consider the following when developing their goals, objectives and courses of action:</p> <ul style="list-style-type: none">• The role of staff members in providing first aid during an emergency.• The location of emergency medical supplies (first aid kits, AEDs, etc.) and responsibilities for purchasing and maintaining those materials.• Staff with relevant training or experience such as first aid or CPR.• Ways for the school to secure a sufficient number of counselors in the event of an emergency.• Ways the school will promptly share and report information about outbreaks/epidemics or other unusual medical situations to the local health department.• How the school will support the needs of students identified by the school threat assessment.

Some additional types of response procedures schools may include in functional annexes include:

Procedure	Description
Reverse Evacuation	<p>When the source of danger is outside, and there are people in outdoor areas, reverse evacuation is used to bring them into the safer environment of the building.</p> <p>Reverse evacuation may be appropriate when:</p> <ul style="list-style-type: none">• It is safer to be inside the building than outside.• Danger, such as an armed aggressor or other potentially dangerous situation, is located outside the building.• Groups of people from the facility are located outside and a lockdown is being implemented.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Room Clear	<p>Room clear procedures allow for staff or trained volunteers to carry out an orderly process of emptying a room or area and directing students to an alternate, safer location within the building.</p> <p>Room clear may be appropriate when:</p> <ul style="list-style-type: none">• Danger is present within the facility and a room or area cannot be secured.• There is imminent danger to those in the area.• A medical emergency has occurred.
Drop, Cover, and Hold	<p>Drop, cover, and hold is used when it is necessary to protect against falling and flying items. These procedures are used primarily for an earthquake.</p>

Functional annexes should contain information on procedures for specific populations, situations, or considerations.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Sample: Functional Annex – Response Procedure

DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with students who have access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, they should cover their faces and heads with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Under no circumstances should staff/students use the elevators to evacuate.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.
- Cover their faces and heads with their arms.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

RESPONSE PROCEDURES

Visual 5.9

Considerations

- Off-campus events
- Access and functional needs
- Mass casualties
- Student release
- Supplies

Any others?



 **FEMA**

Visual 5.9
Multihazard Emergency Planning for Schools (G364)

Key Points

When developing your response procedures, in addition to the steps that need to be taken to carry out the procedure, you need to think about how you will address different situations. For example:

- What if an incident occurs at an off-campus event?
- How will you address students and staff with disabilities or other access and functional needs?
- How will you handle an incident with many injuries?
- How will you safely release students?
- What supplies will you need?

RESPONSE PROCEDURES

Visual 5.10

Response Priorities

Determine response priorities based on:

- Life safety concerns.
- Incident stabilization.
- Property protection.



 **FEMA**

Visual 5.10
Multihazard Emergency Planning for Schools (G364)

Key Points

Protecting the health and safety of everyone in the facility is the first priority during an emergency.

Schools should outline procedures related to evacuation routes (primary and secondary) and exits. Designate the appropriate assembly areas and establish procedures for student and staff accountability. Describe procedures related to seeking shelter during an incident (e.g., severe weather or earthquake).

A second priority is incident stabilization.

When an incident occurs, incident stabilization activities (e.g., firefighting, damage assessment, property conservation) are a priority for the emergency responders.

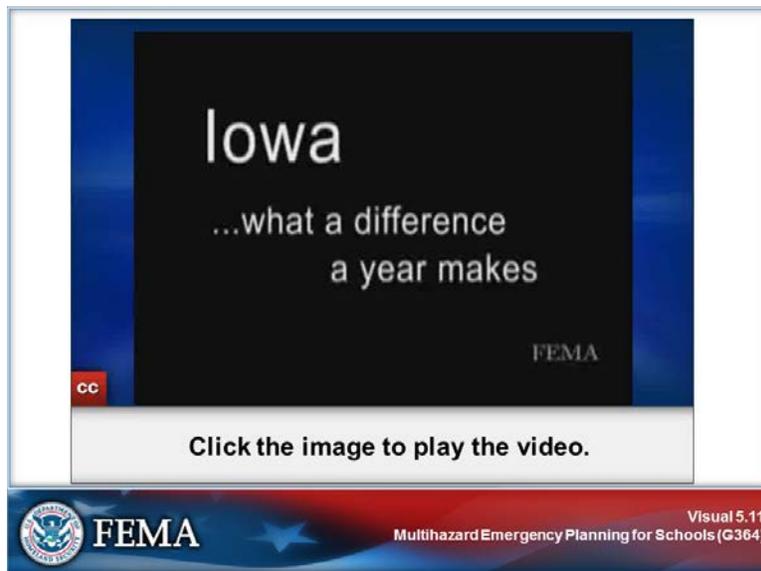
A third priority is the protection of school property.

Protecting facilities, equipment, and vital records is essential to restoring operations once an emergency has occurred. Establish procedures for:

- Fighting fires.
- Containing material spills.
- Closing or barricading doors and windows.
- Shutting down equipment.
- Covering or securing equipment.
- Moving equipment to a safe location.
- Addressing active shooter incidents and managing mass casualties.

RECOVERY PROCEDURES

Visual 5.11



Key Points

Cooperation is key to recovery efforts. This video focuses on the recovery efforts of a school community in Waverly, IA. As a result of local, State, Federal, and community cooperation, the school opened on schedule in a temporary facility, just 7 weeks after severe flooding. The community felt stabilized by starting the school year on time.

Video Description: In early June of 2008, Washington Irving Elementary School in Waverly, IA, was virtually destroyed by severe flooding. After a year in a temporary facility, things are looking brighter for this Iowa community. On April 7, 2009, the citizens of Waverly passed an \$18.925 million bond referendum by a 65.3 percent approval margin to rebuild the damaged school. Additionally, a grant from FEMA in the amount of \$9.375 million for the relocation and restoration of Washington Irving School has entered the final approval process.

RECOVERY PROCEDURES

Visual 5.11 (Continued)

Video Transcript:

Waverly, Iowa...What a Difference a Year Makes

In June of 2008, floodwaters inundated Washington Irving Elementary School in Waverly, IA, causing significant damage.

Just 7 weeks later, as the result of extraordinary local, State, Federal, and community efforts, the school opened on schedule.

Rob Stensland, Modern Design, Janesville, IA: Everyone's cooperation is really what happened here, from the school district, to FEMA, to the State Fire Marshal, to the State agencies—it's really a joint effort to get this building up because the one thing we had for sure was school starts on this date, and we had to be complete, we had to have kids in this school, or we had nowhere to put them. The cooperation of this joint effort is really the success story of what went on here.

Jere Vyverberg, Superintendent, Waverly-Shell Rock Community Schools: Just a great accomplishment, something you don't see very often—to be able to transform an empty mall into classrooms and into what the kids needed to continue their education.

Dean Challes, FEMA Project Specialist: The can-do, Iowa spirit was most evident here and it's heartening to see.

David Stracher, FEMA Public Assistance Task Force Leader: It was very important that the community be stabilized by having their school up and running by the start of the school year. It was very important that they would feel comfortable again with their kids being able to go to school this fall.

Caleb Sanderson, Fifth Grade, Washington Irving Elementary: It's really cool here. There's a lot of space, and we just have so much fun at recess since we have bigger soccer courts and the big football field and kickball and all that stuff. It's just really cool to be like in a different building than everyone else was last year.

Jere Vyverberg, Superintendent, Waverly-Shell Rock Community Schools: And that's throughout the whole building, but there are two lower levels below this, and so all told there was a total of about 18 feet of water. In the lower level, the next lower level, and then the first floor level. The problem is our cafeteria, our kitchen—we had a bakery and a kitchen downstairs—and that was completely submerged. The other problem is on the main floor where all our classrooms were, all the cabinets everything had all soaked up—the biggest worry that we had and one of the warnings we received was that this water was contaminated because the city lift stations all failed.

FEMA has done two things for us that I think are most meaningful to provide us with a new school facility. Through their help, we were able to move from our flood-damaged building that was unusable, and we were able to move from that building to this temporary facility, which was a warehouse essentially, and can transform it into a five-six building, for 254 kids and 45 staff members in 59 days, so the community kind of stepped forward. FEMA has helped us

RECOVERY PROCEDURES

Visual 5.11 (Continued)

inasmuch as they have provided not only the expertise to be able to do that but some funds as well. That is the first thing. The second thing now, is since our bond referendum, you know, we have been working just hand in hand with FEMA ever since the flood, and there have been numerous times that I have called and said, weekly to be exact, called them and said, you know, what do you think the next step should be, and how can you help us with this. We are receiving some FEMA funds to rebuild a portion of the new building as well, so I think that their help for us has really been on two very, very important levels.

On April 7, 2009, the people of Waverly, IA, passed an \$18.925 million bond referendum by a 65.3 percent approval margin to rebuild the schools destroyed by the flooding.

Additionally, a grant from FEMA in the amount of \$9.375 million for the relocation and restoration of Washington Irving School has entered the final approval process.

For more information visit <http://www.fema.gov>.

RECOVERY PROCEDURES

Visual 5.12



Key Points

Recovery procedures should include:

- Psychological and emotional healing.
- Continuity of academics.
- Repair or replacement of physical structures.
- Restoration of fiscal services.

Each of these topics will be described on the next visuals.

RECOVERY PROCEDURES

Visual 5.13

Psychological and Emotional Recovery

Identify how to address:

- Psychological and emotional recovery team composition.
- Counseling and psychological first aid locations.
- Roles of teachers.
- Provisions for trained counselors.
- Counseling needs of students, staff, and families.
- Memorial activities.



FEMA
Visual 5.13
Multihazard Emergency Planning for Schools (G364)

Key Points

While damage to the infrastructure may be most obvious, medical and psychological issues resulting from the incident may be harder to recognize and more critical. The functional annex for psychological and emotional recovery should address:

- Who will be on the psychological and emotional recovery team, including a team lead.
- Where counseling and psychological first aid will be provided.

Psychological first aid is a process that can be quickly learned and applied by educators to assist with emotional recovery. It involves five simple steps:

- **Listen**—Provide an opportunity to share experiences and express feelings.
- **Protect**—Protect individuals from further trauma and help reestablish feelings of physical and emotional safety.
- **Connect**—Help individuals reestablish supportive connections.
- **Model** calm and optimistic behavior.
- **Teach**—Help individuals understand the normal range of stress reactions.

For more information on Psychological First Aid for Schools, go to:
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

RECOVERY PROCEDURES

Visual 5.13 (Continued)

- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students who may need immediate crisis counseling. This may include:
 - Providing as much factual information as possible about what has happened and what can be expected in the future (including the stages of grieving, if appropriate).
 - Avoiding additional changes to set routines.
 - Providing an accepting atmosphere in which students and staff can voice concerns, feelings, and fears.
 - Providing outlets for the expression of emotions.
- Who will provide trained counselors.
- How to address immediate, short-, and long-term counseling needs of students, staff, and families.
- How to handle commemoration, memorial activities, or permanent markers and/or memorial structures and how memorial activities will strike a balance honoring loss while resuming school and class routines. Examples of issues that may be addressed include:
 - Guidelines regarding planned memorials and activities to honor victims.
 - How spontaneous memorials on the premises will be addressed.
 - Policies related to attendance at funerals and other memorial events.
 - Planning ahead for anniversaries of the incident.
 - Identifying the appropriate time and way to signal closure of the mourning period.
 - Including the whole community in planning memorials and other key events.

RECOVERY PROCEDURES

Visual 5.14

Psychological/Emotional Recovery Team

Creating a recovery team can help in the healing process and will:

- Reduce fear.
- Facilitate grieving.
- Support parents.
- Promote education.
- Plan for response actions after the incident.
- Establish casualty and fatality processes.



 **FEMA** Visual 5.14
Multihazard Emergency Planning for Schools (G364)

Key Points

After an incident (especially one involving violence and/or casualties), expect a wide range of grieving behavior—from screaming, displays of anger, sobbing, silence, or being apparently unaffected. Faculty, staff, and administrators are not immune from grief. School personnel should expect and accept grief in whatever forms it takes and encourage the natural expression of grief from all who are affected.

A psychological and emotional recovery team can help in the healing process by:

- **Reducing fear**—Helping to restore confidence in the safety of the environment by discussing security measures and addressing fears that an incident may occur again.
- **Facilitating grieving**—Formulating a policy on funerals and other memorials, helping plan incident- and age-appropriate activities, and obtaining as needed the services of trained counselors and other experts from the community.
- **Supporting loved ones**—Answering questions about the incident and the response, and offering advice on addressing children’s needs.
- **Promoting the primary mission**—Promoting the focus on learning by supporting a return to regular schedules and calling in substitute personnel as needed.
- **Planning for immediate after-incident actions**—Identifying and contacting any at-risk survivors, holding meetings with family or the community, and updating the school EOP.
- **Establishing a casualty and fatality process**—Determining who tells loved ones about casualties and fatalities.
- **Planning for postincident response actions**, including identifying and contacting any at-risk students, holding meetings with parents or the community, and revising the school EOP.

RECOVERY PROCEDURES

Visual 5.15

Team Members

Psychological and emotional recovery team members:

- **Are trained to handle emotional responses.**
- **Have the ability/authority to make decisions.**
- **Must be:**
 - **Respected.**
 - **Sensitive.**
 - **Calm.**

Who should be on your team?

FEMA
Visual 5.15
Multihazard Emergency Planning for Schools (G364)

Key Points

Psychological and emotional recovery teams should include counselors and others who are:

- Trained to handle emotional response issues.
- Able and authorized to make decisions.
- Respected within the organization and the community.
- Sensitive to student, staff, and community needs.
- Calm and able to make decisions in stressful situations.

Qualified mental health professionals in the community that can assist during recovery should be identified.

- Consider including on the psychological and emotional recovery team:
 - Organization leaders—People with authority to make decisions in the time of crisis.
 - Staff—Those who have day-to-day contact with survivors, such as teachers, counselors, coaches, or others.
 - Key personnel—Individuals who have expertise in aspects of recovery operations, such as communications systems, information management, or crowd control.
 - Law enforcement personnel—Those who will conduct the investigation and interact with staff, leaders, survivors, and the community.
- If an incident occurs, it will be important to have professionals in the community who are able to respond quickly and who will be committed to the effort over time.

RECOVERY PROCEDURES

Visual 5.15 (Continued)

- Contact outside resources ahead of time to determine their availability and willingness to help by:
 - Being available to talk with individuals needing support or counseling.
 - Seeing professionally any individuals who are referred by the school.
- Once a support program has been set in motion, it is important to have continuity. Clarify understandings with key resources by establishing memorandums of understanding.
- Some organizations use a crisis consultant to help develop, review, and implement crisis plans. Sometimes consultants are able to be more objective than staff because they are not emotionally tied to the victims.
- In preparation for activation in a crisis, consider how team members will be trained in appropriate intervention techniques. For example, local counselors may be able to train your staff and volunteers to make an initial assessment of the emotional needs of survivors and identify those who need additional services. Training should focus on how crisis interventions can be applied in your particular setting and with your population.

The U.S. Department of Justice's School Crisis Response Initiative suggests the following psychological and emotional recovery team roles:

RECOVERY PROCEDURES**Visual 5.15 (Continued)**

Role	Description
Crisis team chair	Convenes scheduled and emergency team meetings, oversees both broad and specific team functions, ensures that the required resources are available to each team member for assigned duties, and communicates with the district-level team. Is often an administrator or designee.
Coordinator of counseling	Develops mechanisms for ongoing training of crisis team members and other staff and identifies and establishes liaisons with community resources for counseling. At the time of a crisis, determines the extent of counseling services needed, mobilizes community resources, and oversees the mental health services provided to individuals. Must have appropriate counseling and mental health skills and experience.
Staff notification coordinator	Establishes, coordinates, and initiates the telephone tree to contact the crisis team and general staff, including itinerant, part-time, and paraprofessional staff. Also establishes a plan to rapidly disseminate relevant information to all staff during regular hours.
Communications coordinator	Conducts all direct in-house communications, screens incoming calls, and maintains a log of telephone calls related to the crisis event. Helps the staff notification coordinator develop a notification protocol for a crisis event that occurs during the day.
Reunification coordinator	Establishes the reunification center/area and manages the reunification process.
Public information	Contacts the media; prepares statements to disseminate to staff, students/members, loved ones, and the community; and maintains ongoing contact with law enforcement, emergency services, hospital representatives, and others to keep information current. Handles all media requests for information and responds.
Incident crowd management	In collaboration with law enforcement and first responders, develops and implements plans for crowd management and movement during crises, including any required evacuation plans and security measures. Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic. Because of the possibility of actual threats to physical safety, crowd management plans must provide for safe and organized movement in a way that minimizes the risk of harm under various threats, such as sniper fire.

RECOVERY PROCEDURES

Visual 5.16

Academic Recovery

- Identify who can open/close the school.
- Identify temporary sites.
- Identify strategies to:
 - Continue teaching.
 - Communicate with parents/guardians.
 - Reevaluate the curriculum.

How will you establish structure and restore routine?

FEMA
Visual 5.16
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your academic recovery procedures:

- **Identify who will be responsible for making the decision to close/open schools**, or send students/staff to alternate locations. Identify ways to convey that information to parents/guardians, students, and school staff and officials.
- **Identify possible temporary sites** for classrooms and administrative operations. Consider locations for both short-term and longer term operations, and the decisionmaking process for selecting a location.
- **Identify strategies to continue teaching.** Examples include:
 - Mailing lessons to students.
 - Using telecommunications (e.g., local television or radio stations, text messages, emails, Web portals).
 - Providing tutors for homebound students.
 - Rearranging the syllabus or tests until needed facilities are available.

For example, after Hurricane Katrina high school students displaced by the hurricane were eligible for free, teacher-led online courses.

Consider also ways to meet additional staffing needs in case personnel are unable to perform their responsibilities.

RECOVERY PROCEDURES

Visual 5.16 (Continued)

- **Communicate with parents/guardians** regarding changes to schedules, updates on classroom locations, and information on the status of the school building. Keeping parents and guardians informed is critical to maintaining their support. As an added benefit, being proactive and releasing information about the school's recovery can help offset any negative perceptions created by the incident or the response.
- **Reevaluate the curriculum** and determine what topics can be delayed or discarded. Contact the State department of education to see what flexibility may be available to local school districts.

RECOVERY PROCEDURES

Visual 5.17

Physical Recovery

How will you:

- Document school assets?
- Access school records?
- Coordinate with utility and insurance companies?
- Resume transportation and food services?
- Obtain classroom equipment, books, and materials?
- Restore school buildings and grounds?



 **FEMA** Visual 5.17
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your functional annex for physical recovery, consider how you will:

- **Document school assets and records** in case of damage, including which personnel have expert knowledge of school assets and how and where they will **access records** to verify current assets after disaster strikes.
- **Coordinate with utility and insurance companies** before an emergency to support a quicker recovery.
- **Resume transportation and food services.** Consider how students will get to the school if an important road is damaged in an incident.
- **Obtain classroom equipment, books, and materials** in advance of relocating, either to a new temporary or permanent location or back to a former, restored location.
- **Restore buildings and grounds** (e.g., debris removal, repairing, repainting, and/or re-landscaping).

RECOVERY PROCEDURES

Visual 5.18

Fiscal Recovery

Identify how you will:

- Execute contracts rapidly.
- Issue return-to-work notifications.
- Register students.
- Keep redundant records.
- Restore business functions.
- Identify resources for emergency relief funding.
- Manage donations.

How will you protect and recover critical records?

FEMA
Visual 5.18
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your functional annex for fiscal recovery:

- **Ensure systems are in place for rapid contract execution** after an incident. The period after a school building has been destroyed by a tornado is not the ideal time to start negotiating contracts on temporary building space.
- **Create a notification system** that will inform staff on the specifics of returning to work.
- **Create a system for registering students** (out of district or into alternative schools). Displaced students may be missing immunization records, proof of residency, or cumulative folders and permanent school records. If a nearby school district is able to reopen their schools sooner, parents/guardians may want to enroll their children in that district.
- **Ensure you have redundant records kept at a different physical location.** Be sure to include a copy of the school's insurance policy and keep the policy current.
- **Identify a line of succession** to restore business functions, including administrative and recordkeeping functions such as payroll, accounting, and personal records.
- **Identify resources the school may access for emergency relief funding.** Work with the community and local and State government to identify possibilities.

RECOVERY PROCEDURES

Visual 5.18 (Continued)

- **Identify how donations will be managed.** When disasters happen, the public often wants to provide donations to the school to show support. It is important to have a plan for what can be accepted and how donations will be managed.

Example: Newtown, CT, officials were overwhelmed by the donations of gifts sent after the Sandy Hook school shooting tragedy. Newtown received tens of thousands of toys, artwork, and school supplies. The town offered donation guidance to the public including:

- Contacting the receiving organization prior to donating.
- Not sending perishable items.
- Being patient because items require inspection.
- Asking national organizations to register with the town.

Source: <http://www.usatoday.com/story/news/nation/2012/12/26/newtown-sandy-hook-school-shooting-halt-gifts/1792553/>

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19

Communications Annex

Address communication before, during, and after an emergency, including:

- Integration with response network
- Equipment operation and compatibility
- Communication within the school and with the community
- Addressing language, functional needs, and technology barriers
- Interaction with the media
- Rumor control



 **FEMA** Visual 5.19
Multihazard Emergency Planning for Schools (G364)

Key Points

The communications functional annex addresses:

- Communication of emergency protocols **before** an emergency.
- Communication and coordination **during** emergencies (both internal communication and communications with external stakeholders).
- Communication **after** an emergency.

When developing the communications functional annex, consider:

- **How the school's communications system integrates into the local disaster response communications network (e.g., fire, law enforcement).** Routine and frequent communication with external response agencies is essential throughout the process. This element of the functional annex should include procedures that have been developed in advance with responders for:
 - **Transferring command.** Procedures should be established to facilitate the transfer of command between the school and first responders. For example, in the case of an intruder or hostage situation, the initial Incident Commander may transfer command upon the arrival of an Incident Commander from the authorized law enforcement agency. When the situation is resolved, the law enforcement Incident Commander may transfer command to a school Incident Commander to oversee the reunification process and provision of crisis counseling.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19 (Continued)

- **Ensuring interoperable communications.** It is critical to ensure that schools and emergency management/response personnel are able to communicate within and across agencies via voice, data, or other systems when needed, and when authorized.
- **How to ensure relevant staff members can operate communications equipment and that the equipment works.** Any communication system used, whether two-way radios, cell phones, or other equipment, must be capable of operation between the school administrative office, the sending location, and the parent-student reunification site (if applicable), as well as within transit to and from any of those locations. It is also important to ensure that the communication system used by your local responders will work in all parts of your building and outside.

If radios are used, they must be compatible with any school bus radio system. If cell phones are used, the school will need to maintain a list of bus driver cell phones to be used in case of emergencies.

- **How the school will communicate with students, families, and the broader community before, during, and after an emergency.**
 - **Before an incident**, schools should strive to accomplish this goal by creating:
 - Outreach tools to explain the school's EOP and procedures (including tools for people who have hearing or visual impairments, and non-English-speaking parents).
 - Partnerships with qualified parent volunteers to assist during incidents.
 - Templates and procedures for disseminating information to parents/guardians (e.g., text messages, television, radio, phone). Parents and guardians need to be made aware of their responsibilities and procedures to follow, such as family reunification, during an emergency.
 - **During an incident**, schools will be expected to communicate critical information to families. Schools should:
 - Activate established communication systems to describe what is known about an incident and how the school is handling it.
 - Provide instructions and/or additional details as they become available using predetermined communication tools.
 - **Following an incident**, the school may wish to conduct a question-and-answer session for parents/guardians. Such a session can be an opportunity for schools to discuss lessons learned as well as next steps.
- **How to account for potential language and technology barriers faced by students, staff, parents, and guardians.**
- **How the school will handle the media (e.g., district or school public information officer). This may include developing templates for statements to the media, including:**
 - Standard procedures and protocols.
 - Contact information/hotline for more information.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19 (Continued)

- **How impacts on students will be communicated to the community**, including the impact on activities related to the school but not necessarily at the school or during school hours.
- **How the school will curb rumors.** Rumors inevitably arise during emergencies. When accurate information is not available, rumors begin, and without facts people will speculate. Rumors can create a negative perception of the school's ability to manage the incident. Administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers are primary sources of information and are likely to be contacted by the media and community members. An internal communication strategy should be developed and include several ways to convey information to staff members.
- **How the school will ensure effective communication with individuals with access and functional needs.** This may include coordinating with responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing accessible documents, and ensuring that the school Web site is accessible.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.20

Continuity of Operations (COOP)

The COOP annex:

- Outlines actions for continuation of essential functions immediately after an incident, until resumption of normal operations.
- Enables a rapid response to any emergency situation.



 **FEMA**  Visual 5.20
Multihazard Emergency Planning for Schools (G364)

Key Points

The continuity of operations (COOP) functional annex describes how a school and district will help ensure essential functions continue in an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

The planning team should consider the following when developing this annex:

- Designing the COOP so that it can be activated at any time and sustained for up to 30 days.
- Setting priorities for reestablishing essential functions, such as restoration of school operations, maintaining the safety and well-being of students, and re-creating the learning environment.
- Ensuring that students receive appropriate related services in the event of a prolonged closure.

Note: The COOP plan may be a separate plan from the EOP. If a separate COOP plan is used, it should be identified in the EOP.

The COOP procedures may be defined at the district level for the school to follow. The COOP annex should be designed to operate in conjunction with the local community EOP, if defined at the district level, or designed to operate with the district COOP plan, if defined at the school level.

State law may dictate some provisions that must be addressed in a school COOP annex.

Your Notes:

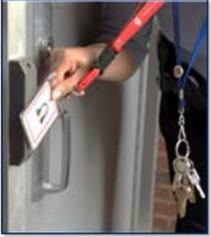
ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.21

Security Annex

Potential topics:

- Agreements with law enforcement
- Physical security of the facility
- Traffic control and pedestrian safety
- Keeping prohibited items out of the school
- Access controls
- Visitor management
- School threat assessment team policies
- Cyber security procedures



FEMA Visual 5.21
Multihazard Emergency Planning for Schools (G364)

Key Points

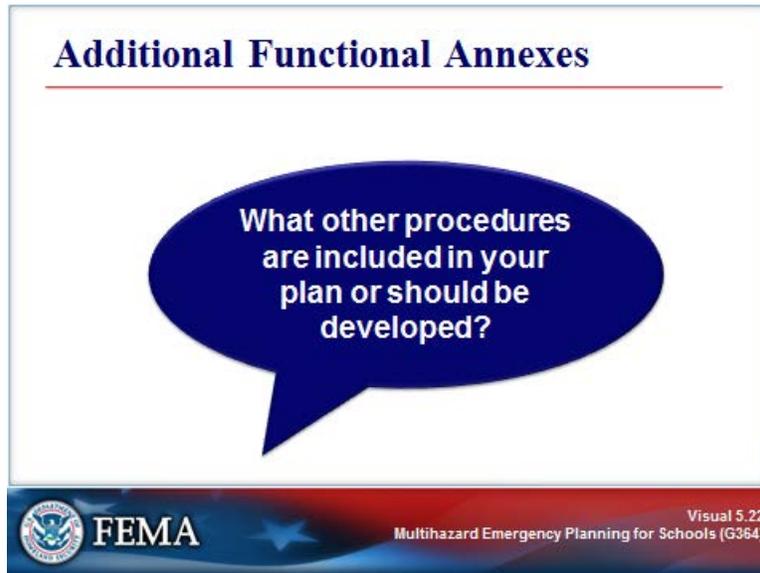
The security functional annex focuses on the courses of action the school will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

The contents of this annex are derived from the safety and security assessments discussed in Unit 3. Potential topics include:

- Agreements with law enforcement and how they address the daily role of law enforcement in and around school.
- Measures to make the building physically secure (including implementation of Crime Prevention Through Environmental Design (CPTED), presented in Unit 3).
- How to get students to and from school safely (including traffic control and pedestrian safety).
- Measures to keep prohibited items out of school.
- Policies and procedures for access controls and visitor management.
- Policies and procedures for the school threat assessment team and how identified threats are to be handled, including how information will be shared with law enforcement or other responders, keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and other civil rights laws.
- Policies and procedures to maintain data security.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.22



Key Points

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23

Plan Review Session

1. Review your existing functional annexes. Does each include:
 - A clear purpose?
 - Scope or definition?
 - Courses of action as detailed procedures?
 - Responsibilities and expectations of staff/faculty, including specific actions?
2. Identify other procedures and/or functional annexes you need to develop.
3. Update your EOP. Add action items to the Action Item Worksheet, as needed.

Use your instructor and sample plan as resources!

FEMA
Visual 5.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This session will enable you to review your plans and identify ways to improve the functional annexes based on the unit contents.

Instructions: Working as a school team or individually:

1. Review the functional annexes in your school EOP. Address the following questions:
 - Do the annexes have a clear purpose?
 - Do the annexes include a scope or definition?
 - Are responsibilities and expectations of staff/faculty addressed, including specific actions? Are there detailed procedures?
2. Are there additional procedures and/or functional annexes you need to develop?
3. Update your school EOP. Make changes directly to the EOP when possible. If not possible, make notes on the school's Action Item Worksheet.

Use the CPG 101 Functional Annex Content Guide Checklist that follows as a resource.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist

These annexes contain detailed descriptions of the methods followed for critical operational functions during emergency operations. Functional annexes support the EOP as they do hazard-specific annexes. There are core functional support activities that should be incorporated, and specific functional support activities that support incident response. The essence of these support functions should be incorporated into plans, rather than be stand-alone.

Transportation

- Describe alternative transportation solutions that can be implemented when systems or infrastructure are damaged, unavailable, or overwhelmed.

Communications

- Identify and describe the actions that will be taken to manage communications between the on-scene personnel/agencies (e.g., radio frequencies/tactical channels, cell phones, data links, command post liaisons, communications vehicle/van) in order to establish and maintain a common operating picture of the incident.
- Identify and describe the actions that will be taken to identify and overcome communications shortfalls (e.g., personnel with incompatible equipment) with the use of alternative methods (e.g., Amateur Radio Emergency Services/Radio Amateur Civil Emergency Service at the command post/off-site locations, CB radios).
- Identify and describe the actions that will be taken to manage communications between the on-scene and off-site personnel/agencies (e.g., shelters, hospitals, emergency management agency).
- Describe how communications are made accessible to individuals with communication disabilities working in emergency operations, in accordance with the Americans with Disabilities Act.
- Identify and describe the actions that will be taken by an emergency operations center to support and coordinate communications between the on- and off-scene personnel and agencies.
- Describe/identify the interoperable communications plan and compatible frequencies used during a response (e.g., who can talk to whom, including contiguous jurisdictions and private agencies).
- Describe how 24-hour communications are provided and maintained.

Damage Assessment

- Identify and describe the actions that will be taken to conduct and coordinate damage assessments.
- Identify and describe the actions that will be taken to collect, organize, and report damage information to county, State, or Federal operations centers within the first 12 to 36 hours of the disaster/emergency.
- Identify and describe the actions that will be taken to request supplemental State/Federal assistance through the State emergency management agency.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Damage Assessment (Continued)

- Include copies of the damage assessment forms used locally (e.g., State-adopted or State-recommended emergency management agency’s damage and needs assessment form or a county equivalent). **Note:** These may be attached as a tab to the plan.

Debris Management

- Identify and describe the actions that will be taken to coordinate the debris collection and removal process (e.g., gather and recycle materials, establish temporary storage sites, sort/haul debris).
- Identify and describe the actions that will be taken to inspect and arrange for the inspection and subsequent disposal of contaminated food supplies.
- Identify the agencies likely to be used to provide technical assistance on the debris removal process (e.g., State environmental protection agency, State department of health, State department of agriculture, local and surrounding county health departments).
- Identify and describe the actions that will be taken to condemn, demolish, and dispose of structures that present a safety hazard.

Direction, Control, Coordination

Initial Notification

- Identify and describe the actions that will be taken to receive and document the initial notification that an emergency has occurred.
- Identify and describe the actions that will be taken to coordinate, manage, and disseminate notifications effectively to alert/dispatch response and support agencies (e.g., 911 centers, individual fire/police dispatch offices, call trees) under all hazards and conditions.
- Describe the use of Emergency Condition/Action Levels in the initial notification process (e.g., Snow Emergency Levels 1–3, Chemical Levels 1–3, Crisis Stages 1–4) where defined by statute, authority, or other guidance.

Incident Assessment

- Identify and describe the actions that will be taken to gather essential information and assess the immediate risks posed by the emergency.
- Describe how the initial assessment is disseminated/shared in order to make protective action decisions and establish response priorities.
- Identify and describe the actions that will be taken to monitor the movement and future effects that may result from the emergency.
- Identify and describe the actions that will be taken to implement the Incident Command System (ICS) and coordinate response operations.
- Describe how/where an incident command post will be established and how it will be identified during the emergency (e.g., green light, flag, radio call).

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Direction, Control, Coordination (Continued)

Incident Command

- Describe the process used to coordinate activities between the incident command post and an activated EOC, including how/when an Incident Commander can request the activation of an EOC.
- Identify and describe the actions that will be taken to coordinate direct communications between the on-scene responders, as well as with the off-scene agencies that have a response role (e.g., hospital, American Red Cross).
- Describe the process the Incident Commander will use to secure additional resources/support when local assets are exhausted or become limited, including planned State, Federal, and private assets.
- Describe the process the Incident Commander will use to coordinate and integrate the unplanned arrival of individuals and volunteer groups into the response system and to clarify their limits on liability protection.

Emergency Operations Center

Note: EOC functions may be addressed in an SOP/SOG. If a separate SOP/SOG is used, it should be identified in the EOP.

- Describe the purpose and functions of an EOC during an emergency or declared disaster.
- Describe/identify under what conditions the school will activate a primary and/or alternate EOC and who makes this determination.
- Identify the primary and alternate sites that will be used as an EOC for the school.
- Describe the process used to activate the primary or alternate EOC (e.g., staff notification, equipment setup), including the process for moving from one EOC to another.
- Identify who is in charge of the EOC and describe how operations will be managed in the EOC.
- Describe/identify the staff and equipment requirements necessary for an EOC (e.g., first response liaisons, elected or appointed officials, support agencies, communications, administrative support).
- Describe the EOC's ability to manage an emergency response that lasts longer than 24 hours (e.g., staffing needs, shift changes, resource needs, feeding, alternate power).
- Identify and describe the actions that will be taken to transition from response to recovery operations.
- Describe the process used to deactivate/close the EOC (e.g., staff releases, equipment cleanup, documentation).
- Identify the lead official and at least two alternates responsible for staffing each key position at the primary EOC, as well as the alternates (if different) to be consistent with NIMS.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Emergency Operations Center (Continued)

- Identify and describe the actions that will be taken to routinely brief senior officials not present in the EOC on the emergency situation (e.g., governor, commissioner, administrative judge, mayor, city council, trustees) and to authorize emergency actions (e.g., declare an emergency, request State and Federal assistance, purchase resources).
- Identify and describe the actions that will be taken to manage public information.
- Provide a diagram of the primary and alternate EOCs (e.g., locations, floor plans, displays) and identify and describe the critical communications equipment available/needed (e.g., phone numbers, radio frequencies, faxes).
- Provide copies of specific forms or logs to be used by EOC personnel.

Public Health

- Describe the agencies and alternate methods used to provide potable water, bulk water, and temporary water distribution systems to the school when the water systems are not functioning (e.g., private sources, boil orders, private wells).
- Describe the agencies and methods used to provide alternate sources for human waste disposal (e.g., arrange portable latrines, encourage sharing with those who have their own septic systems).
- Identify the lead agency for providing health and medical support to individuals with disabilities and others with access and functional needs.
- Describe the mechanisms or processes to effectively identify children who will need additional assistance, as well as individuals with disabilities and others with access and functional needs, with their specific health-related needs in advance of, during, and following an emergency.
- Identify and describe the actions that will be taken to secure medical records to enable children with disabilities and/or other specific health care needs, as well as individuals with disabilities and others with access and functional needs, to receive health care and sustained rehabilitation in advance of, during, and following an emergency.
- Identify and describe the actions that will be taken to assess and provide mental health services for those impacted by the disaster.
- Identify potential sources for medical and general health supplies that will be needed during a disaster (e.g., medical equipment, pharmaceutical supplies, laboratories, toxicologists). **Note:** This information could be maintained under a separate tab or as part of a comprehensive resource manual.
- Describe the method by which public safety and security resources will be provided to support incident operations, including threat or pre-incident and post-incident situations.

Emergency Public Information

- Identify and describe the actions that will be taken to provide continuous and accessible public information about the disaster (e.g., media briefings, press releases, cable interruptions, text messages, door-to-door warnings), secondary effects, and recovery activities.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Emergency Public Information (Continued)

- Identify and describe the actions that will be taken to ensure that information provided by all sources includes the content necessary to enable reviewers to determine its authenticity and potential validity.
- Identify and describe plans, programs, and systems to control rumors by correcting misinformation rapidly.
- Identify and describe the actions that will be taken to inform individuals with sensory, intellectual, or cognitive disabilities; individuals with limited English proficiency; and others with access and functional needs.
- Describe the role of a public information officer and the actions this person will take to coordinate public information releases (e.g., working with media at the scene, using a Joint Information Center, coordinating information among agencies/elected and appointed officials).
- Identify and describe the actions that will be taken to manage rumor control on- and off-scene (e.g., monitoring AM/FM radio and television broadcasts).
- List the local media contacts and describe their abilities to provide warnings.

Population Protection

This annex describes the processes for implementing and supporting protective actions taken by the public.

- Identify and describe the actions that will be taken to coordinate evacuations and sheltering-in-place for all segments of the school population, including individuals with disabilities, and others with access and functional needs.
- Describe the protocols and criteria used to decide when to recommend evacuation or sheltering-in-place.
- Describe the conditions necessary to initiate an evacuation or sheltering-in-place and identify who has the authority to initiate such action.
- Identify and describe the actions that will be taken to conduct the evacuation and to provide security for the evacuation area.
- Identify and describe the actions that will be taken to perform advanced/early evacuation, which is often necessary to accommodate children and others with mobility issues.
- Identify and describe the actions that will be taken to track unaccompanied minors and to reunite children with their families.
- Identify and describe the actions that will be taken to protect target at-risk groups and/or facilities (e.g., racial, ethnic, religious) in the event of a terrorism alert.
- Describe the plan for receiving those evacuated as a result of hazards in neighboring jurisdictions, including household pets and service animals.
- Describe the methods used to keep children and others with disabilities with their caregivers, mobility devices, other durable medical equipment, and/or service animals during an evacuation.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Population Protection (Continued)

- Describe the protocols and criteria that will be used to recommend termination of sheltering-in-place.
- Identify and describe the actions that will be taken to identify and assist moving evacuees, including assisting individuals with disabilities and others with access and functional needs.
- Identify and describe the actions that will be taken to ensure the availability of sufficient and timely accessible transportation to evacuate children and other individuals with access and functional needs whose families do not have their own transportation resources.

Continuity of Operations (COOP)

Note: Continuity of operations (COOP) may have a separate plan from the EOP. If a separate COOP plan is used, it should be identified in the EOP.

- Describe plans for establishing recovery time objectives, recovery point objectives, or recovery priorities for each essential function.
- Identify personnel and/or teams needed to perform essential functions.
- Describe orders of succession and delegations of authority.
- Describe continuity/alternate facilities and continuity communications methods.
- Describe plans for vital records and human capital management.
- Describe plans for devolution or direction and control.
- Describe plans for reconstitution of operations.
- Identify applicable training and exercise programs.
- Describe the processes for evaluations, after-action reports, and lessons learned.
- Describe the process and criteria for corrective action plans.

Warning

- Describe the use of emergency condition levels in the public notification process (e.g., snow emergencies, hazardous materials incidents, nuclear power plant incidents).
- Identify and describe the actions that will be taken to alert individuals with sensory or cognitive disabilities and others with access and functional needs in the workplace, public venues, and in their homes.

Financial Management

- Identify and describe the actions that will be taken to ensure that funds are provided expeditiously and that financial operations are conducted in accordance with established law, policies, regulations, and standards.

Worker Safety and Health

- Describe the processes to ensure response and recovery worker safety and health during incident response and recovery.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Prevention and Protection Activities

This annex describes the methods to be followed to conduct basic prevention and protection activities.

Prevention Activities

This process is used to identify prevention activities designed to reduce the risk of terrorism.

- Describe the integration of prevention activities in support of response and recovery operations.

Protection Activities

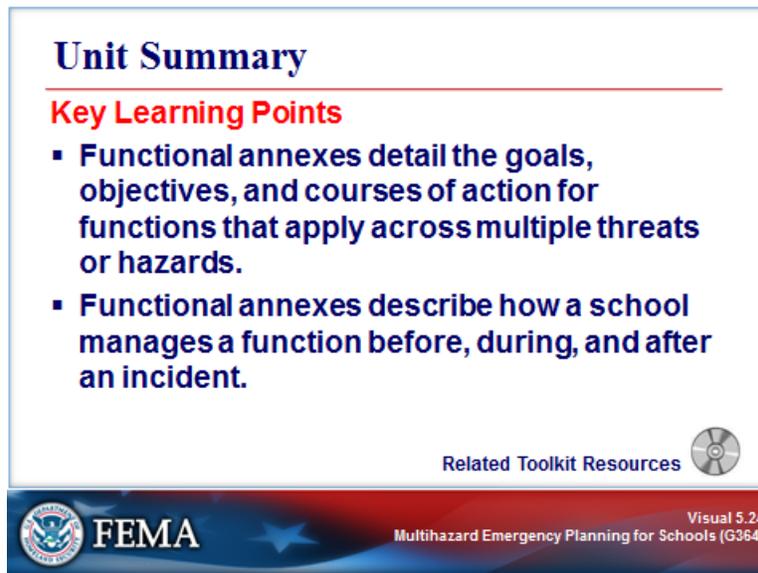
This process is used to identify protection activities designed to reduce the risk of terrorism.

- Describe the integration of protection activities in support of response and recovery operations.

Source: Adapted from Comprehensive Preparedness Guide 101 Version 2.0, November 2010, Appendix C

UNIT SUMMARY

Visual 5.24

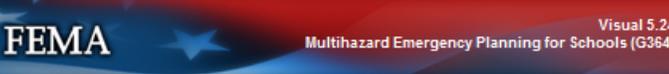


Unit Summary

Key Learning Points

- **Functional annexes detail the goals, objectives, and courses of action for functions that apply across multiple threats or hazards.**
- **Functional annexes describe how a school manages a function before, during, and after an incident.**

Related Toolkit Resources 

 **FEMA** 

Visual 5.24
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Functional annexes detail the goals, objectives, and courses of action for functions that apply across multiple threats or hazards.
- Functional annexes describe how a school manages a function before, during, and after an incident.



Useful toolkit resources related to this unit are provided in the Functional Procedures section under **Developing Plans and Procedures**.

Unit 6 provides an opportunity to develop or refine threat/hazard/incident-specific annexes in the school EOP.

Your Notes: