
UNIT 6. DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

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UNIT INTRODUCTION

Visual 6.1



Key Points

This unit presents information on annexes that should be included in a school emergency operations plan (EOP) that focus on specific types of threats, hazards, and incidents.

UNIT INTRODUCTION

Visual 6.2

Unit Objectives

- State the elements included in threat/hazard-specific annexes.
- Develop or update threat/hazard-specific annexes in the school EOP.

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Key Points

The unit objectives are to enable you to:

- State the elements included in threat/hazard-specific annexes.
- Develop or update threat/hazard-specific annexes.

Both the importance of and the challenges faced in developing and implementing threat/hazard-specific procedures are great.

Example #1: In March 2007, a deadly tornado hit a high school in Alabama. Officials at the school had first planned on evacuating the school in response to the severe weather warnings. After learning of an approaching tornado, they decided to keep the students inside the school. Students moved to the interior of the school. Minutes later, a tornado struck the school, ripping off the roof and collapsing walls. Eight students were killed. Although the school and government officials faced heavy criticism from the community for the decision to remain at the school, some said the death toll would have been far greater if the students had been outside, lining up for school buses, when the tornado hit.

Example #2: A 43-year-old man, wearing a hooded jacket and carrying a backpack, walked into a high school with a group of students. He entered a classroom and took seven female students hostage for several hours. Through hostage negotiations five students were released safely. After several hours of no communication with the gunman, the tactical team forcefully entered the classroom. One student escaped safely while the other was shot and died an hour later.

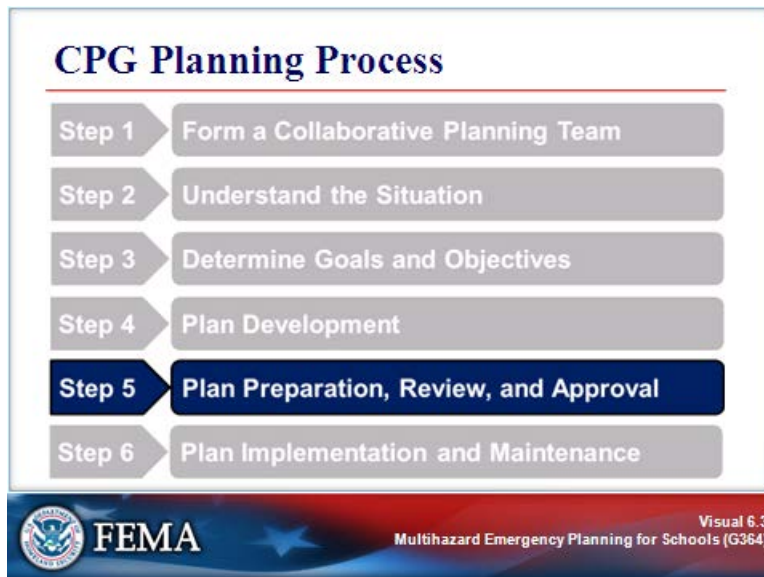
UNIT INTRODUCTION

Visual 6.2 (Continued)

Although the school district had conducted an active shooter drill several weeks before the incident, they still identified several lessons learned based on the actual incident including addressing mental health needs, incorporating NIMS principles into the response, addressing communication interoperability, and considering student and staff access and functional needs.

UNIT INTRODUCTION

Visual 6.3



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, focusing on threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.4



Key Points

Unit 3 presented the importance of conducting assessments to identify threats and hazards in order to develop a comprehensive school EOP. The process of developing threat/hazard-specific annexes builds on the information from the different school assessments.

In order to properly develop threat/hazard-specific annexes, the planning team:

- Reviews the information gathered from the school's threat and hazard assessments.
- Considers what information is already included in any functional annexes that have been developed.
- Identifies any gaps in the information provided.
- Develops necessary threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.5



Key Points

In developing threat- and hazard-specific annexes, the core planning team, working in conjunction with relevant subject-matter experts on the expanded team, should:

- Identify types of threat and hazard incidents that will require unique procedures within the school EOP.
- Identify the title, goal, objective, and courses of action (including responsibilities, communication, and specific actions).
- Provide a brief summary of how the critical operational functions will be incorporated into the threat- or hazard-specific annex.
- Test and refine the procedures.
- Approve and disseminate the procedures.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.6

Identifying Annexes

Threat/hazard-specific annexes:

- **Are only needed when a specific threat, hazard, or type of incident:**
 - **Presents unique challenges, or**
 - **Requires unique procedures, roles, and responsibilities.**
- **Do not repeat information presented elsewhere in the plan.**

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Key Points

The number and types of threat- and hazard-specific annexes included in the school EOP should be based on the results of your security assessments and the identification of threats and hazards of greatest concern.

Not every threat or hazard requires an annex!

- **Select those that present unique challenges or unique procedures, roles, or responsibilities.** Create a threat- or hazard-specific annex only if the given challenges are not sufficiently addressed in the basic plan or functional annexes. Therefore, the school EOP may not include a great number of threat or hazard annexes.

If there is a functional annex that applies to one of the threat or hazard annexes, the threat or hazard annex should include it by reference. For example, if a course of action for a fire hazard involves evacuation and there is an evacuation functional annex, the Fire Threat Annex would indicate “see Evacuation Annex” in the Fire Annex course of action section, rather than repeat the evacuation courses of action in the Fire Annex.

- **Don’t repeat information presented in the basic plan or functional annexes.** Repeating information is not advisable for the following reasons:
 - School staff and students should learn and exercise simple procedures that apply to all threats and hazards. The threat and hazard annexes should present only unique information.
 - Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
 - The school EOP becomes larger and more difficult for users to comprehend.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.6 (Continued)

- **Examples** of threat/hazard-specific annexes in a school EOP include:
 - Hurricane/Severe Storm
 - Earthquake
 - Tornado
 - Hazardous Materials Incident
 - Mass Casualty
 - Active Shooter
 - Pandemic/Disease Outbreak

(Note: This is not a complete list. Planning teams must define annexes on the basis of their hazard/threat and security assessment.)

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.7

Developing Annexes

The threat/hazard-specific annex should:

- Summarize where and how the given threat or hazard is likely to affect the school.
- Focus on the needs for the given threat or hazard.
- Include:
 - Any local, State, tribal, and Federal legal requirements.
 - Supporting documents.

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Key Points

When developing your threat/hazard-specific annexes:

- **Summarize** where and how hazards are likely to impact the school. The hazards may be:
 - Natural (e.g., earthquake, flood, hazardous weather, public health emergency).
 - Technological (e.g., infrastructure/utility disruption, radiological, or hazardous material release).
 - Human-caused (e.g., criminal or violent behavior, intruder, demonstration, active shooter, terrorism).
- **Focus on** the planning, mitigation, and response needs for a given hazard. This includes any provisions and protocols for warning the public and disseminating emergency public information.
- **Include:**
 - Information on legal requirements as directed by specific local, State, and Federal laws.
 - Supporting documents as needed to clarify contents of the basic plan.


For example, in the case of a terrorist incident the lead agency nationwide is the Federal Bureau of Investigation. There may be State laws governing response authorities for certain types of incidents. It is important to consult legal counsel or research State laws when developing threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.8


Annex Example: Pandemic Flu

- People may have little or no immunity to a flu virus.
- Pandemic influenza:
 - Causes serious illness.
 - Spreads easily person to person.
 - Can sweep around the world in a short time.



Cover it!

How does your plan address pandemic flu?



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Key Points

Now that you know what should be included in a threat/hazard-specific annex, look at some examples of hazards that you may want to include.

While people may think of tornadoes or wildfires as natural hazards, pandemic disease such as influenza is also a natural hazard and you may want to include procedures in your school EOP to address the pandemic flu.

Depending on the viral strain, the population may have little to no immunity to a flu virus. In these cases, influenza may:

- Cause serious illness.
- Spread easily from person to person.
- Sweep across the country and around the world in a very short time.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.8 (Continued)

The CDC advocates simple actions that everyone can do to stay healthy, including:

- Covering your nose and mouth with a tissue when you cough or sneeze.
- Washing your hands often with soap and water, especially after you cough or sneeze.
- Avoiding touching your eyes, nose, or mouth.
- Staying home if you get sick.

The CDC also recommends that people with the flu should stay at home until 24 hours after the fever is gone. Other people in their household should also, to the degree possible, minimize outside contact during this time. State and local health agencies may have different recommendations, depending on the risk to local communities.

A school should take these recommendations into account when developing the response procedures for a flu outbreak.

The Centers for Disease Control and Prevention (CDC) has developed recommended actions to take for each school year. Check the CDC Web site (<http://www.cdc.gov>), search topic: school health.


DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.9


Annex Example: School Violence

School violence:

- Can be directed at students or faculty/staff.
- Includes bullying, cyberbullying, slapping, punching, weapon use, and sexual assault.



How does your plan address violence?

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Key Points

Schools may also want to include a threat/hazard-specific annex on school violence. School violence:

- Can be directed at students or faculty/staff.
- Includes bullying, cyberbullying, slapping, punching, weapon use, and sexual assault.
- May involve one or more schools, as in gang violence and inter-school rivalries.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES


Visual 6.10



Annex Examples in the Sample Plan

The sample plan includes annexes for:

- Flood
- Hazardous materials
- Active shooter
- Pandemic

What threat/hazard-specific annexes are included in your current school EOP?



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Key Points

The Sample School EOP includes threat/hazard-specific annexes related to natural (flood, pandemic), technological (hazardous materials), and human-caused (active shooter) threats and hazards.


PLAN REVIEW SESSION


Visual 6.11

Plan Review Session

1. Review your existing threat/hazard-specific annexes.
Do they include:
 - Specific concerns, capabilities, and resources?
 - Responsibilities?
 - Critical operational functions or procedures?
2. Are there additional threat- or hazard-specific annexes you need to develop?
3. Add action items to the worksheet, as needed.

Use your instructors and sample plan as resources!



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Key Points

Purpose: This activity will enable you to review and further develop your school EOP.

Instructions: Working as a school team or individually:

1. Review the threat/hazard-specific annexes in your school EOP, the sample plan (if provided), and the Threat/Hazard-Specific Annex Content Guide that follows.
 - Are any annexes repetitive or unnecessary?
 - Determine if the threat/hazard-specific annexes include:
 - The school's specific concerns, capabilities, and resources.
 - Responsibilities (principal's actions, staff/faculty actions, etc.).
 - Critical operational functions or procedures for responding to this hazard.
2. Are there additional procedures and/or threat/hazard-specific annexes you need to develop?

PLAN REVIEW SESSION

Visual 6.11 (Continued)

3. Update your EOP. Remember that you do not need to repeat information contained elsewhere in the plan.

Use your instructor and the Sample School EOP as resources!

UNIT SUMMARY


Visual 6.12



Unit Summary

Key Learning Points

Threat/hazard-specific annexes:

- Build on threat, hazard, and vulnerability identification and assessments.
- Describe emergency response strategies for a specific threat, hazard, or incident.
- Provide information unique to that threat, hazard, or incident and should not repeat information contained elsewhere in the school EOP.

Related Toolkit Resources 

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Key Points

In this unit, the following key points were presented:

Threat/hazard-specific annexes:

- Build on threat, hazard, and vulnerability identification and assessments.
- Describe emergency response strategies for a specific threat, hazard, or incident.
- Provide information unique to that threat, hazard, or incident and should not repeat information contained elsewhere in the school EOP.



Useful toolkit resources related to this unit are provided in the Threat/Hazard-Specific Procedures section under **Developing Plans and Procedures**.

Unit 7 describes considerations for training and exercising the procedures in the school EOP.