

LEDYARD CHARTER SCHOOL

Emergency Operations Plan

Page Intentionally Left Blank

Section 1: Introductory Material	6
Document Classification Notice	6
Introduction	6
Foreword	6
Notice of Promulgation	7
Letter of Agreement	8
Record of Changes	9
Proposal for Changes, Corrections, Additions and Deletions Form	10
Construct of Plan	11
Section 2: Purpose, Scope, Situation Overview, and Planning Assumptions	13
Purpose	13
Scope	13
Situation Overview	13
Planning Assumptions	14
Section 3: Concept of Operations	14
Overview	14
National Incident Management System (NIMS) / Incident Command System (ICS)	15
Emergency Management Mission Areas	16
Section 4: Organization and Assignment of Responsibilities	19
Organization	19
Responsibilities When Implementing a Functional and/or Hazard Annex	19
Responsibilities after Implementing a Hazard Annex	20
Assignment of Responsibilities	20
Departmental/Agency Support	22
ICS Responsibilities	23
Section 5: Direction, Control, and Coordination	28
Continuity of Operations (COOP)	28
Continuity of Government (COG)	28
Section 6: Information Collection, Analysis, and Dissemination	29
Section 7: Communication and Coordination	30
Communications	30
Coordination	30
Section 8: Administration, Finance, and Logistics	31
Interface with State and Federal	31
Agreements and Understanding	31
Expenditures and Record-Keeping	31
Consumer Protection	31
Protection of the Environment	31
Non-discrimination	32
Section 9: Plan Development, Maintenance, and Testing	33
Development	33
Maintenance	33
Testing	33
Section 10: Authorities and References	35
Authorities and Activation	35
References	35

Section 11: Functional Annexes	37				
Drop, Cover, and Hold Annex	37				
Secure Campus	38				
Shelter-in-Place Annex	39				
Lockdown Annex	40				
Evacuation Annex	41				
Reverse Evacuation	42				
Scan Annex	43				
Clear Hallways	44				
Section 12: Hazard Specific Annexes	45				
Acts of Violence Annex	45				
Biological Incident Annex	46				
Civil Unrest Incidents	48				
Cyber Incident Annex	49				
Drought Incident Annex	50				
Earthquake	51				
Extreme Temperature Incident Annex	52				
Floods Annex	55				
Hurricane/Severe Storm Incident Annex	57				
Internal and External Hazardous Material Release Annex	60				
Medical Emergencies Annex	61				
Radiological Emergencies Annex	63				
Structural Fire Annex	64				
Threat Annex	65				
Tornado Annex	66				
Wildfire Annex	68				
Winter Storm Annex	70				
Appendix A: Supporting Plans and Documentation	72				
Reunification Plan	72				
Communication Plan	86				
Behavioral Health Plan Appendix	90				
Security Plan	93				
Seabrook Station Radiological Emergency Plan	94				
Cybersecurity Plan	94				
Supplemental Biological/Pandemic Plan	94				
Community Shelter Plan	94				
Voting Center Plan	94				
Medical Point of Distribution (POD) Site Plan	94				
Sports	Related	Injuries	Emergency	Action	Plan
.....94					
Appendix B: Department/ Agency Providing Emergency Support – Contact List	95				
Appendix C: Abbreviations and Acronyms	96				
Appendix D: Glossary	97				

Page Intentionally Left Blank

Section 1: Introductory Material

Document Classification Notice

This report is exempt from public disclosure under NH RSA 91-A: 5, VI and therefore marked Limited Purpose Release. This School Emergency Operations Plan (EOP) relates to Ledyard Charter School, located in Lebanon, New Hampshire (hereinafter referred to as the “School”). It pertains to matters relating to the preparation for and carrying out of emergency functions and responses to critical school-based incidents. This report has been developed by local and/or state safety officials and is intended to thwart acts that may result in widespread or severe damage to property, personal injury, or loss of life.

Introduction

The School EOP establishes the Schools strategy to prevent, protect, prepare for, mitigate, respond to, and recover from the impacts of a wide variety of disasters and other emergencies that could adversely affect the health, safety and/or general welfare of their students, staff, faculty, and other building occupants.

Foreword

The School EOP establishes a framework for the local government and its partners to provide assistance in an expeditious manner in event of a perceived, potential or actual disaster or emergency. The School Safety Team appreciates the continuing cooperation and support from all departments and agencies and from the volunteer and private organizations that have contributed to the local level of preparedness and to the development of this Plan. The School Safety Team continually works alongside these entities to address the responsibilities outlined in this School EOP, provide a forum for discussion, and an opportunity to participate in planning and exercise activities to help ensure the local prevention, protection, mitigation, response, and recovery capabilities are effective and efficient.

The purpose of the School EOP is to provide strategic and operational guidance aimed at facilitating the delivery of all types of school-based incident management assistance to the students, staff, faculty and other building occupants with whom there are mutual aid agreements/compacts in place, and to help reduce the consequences of disasters and emergencies. This School EOP outlines the planning assumptions, policies, concept of operations, organizational structures and the roles and responsibilities of all those involved in coordinating federal, regional, state and local activities.

All stakeholders assigned a responsibility under this plan shall maintain a level of preparedness to support its implementation to include the establishment of written policies and procedures, training of personnel, and participation in emergency exercises.

The School EOP is considered a living document and shall be continuously updated and revised to reflect lessons learned during incident response or exercise play as appropriate.

Notice of Promulgation

SCHOOL EMERGENCY OPERATIONS PLAN

The publication of the School EOP represents a concerted effort on part of School administration to provide a mechanism for effectively responding to and recovering from the impact of natural, human-caused, and/or technological disasters or emergencies.

This Plan represents the School's best intentions to manage emergencies/disasters within the framework of school-wide cooperation and coordination with the local community.

The School Emergency Operations Plan is adopted effectively this day, the 1 of October, 2025.

Executive Director

Ledyard Charter School

Superintendent

Ledyard Charter School

Chair of School Board

Ledyard Charter School

Letter of Agreement

This letter of agreement (LOA) should be signed by local departments and agencies and other organizations committed to supporting School EOP concepts, processes, and structures and carrying out their assigned functional responsibilities to ensure effective and efficient incident management, including designating representatives to staff interagency coordinating structures.

Signatory departments and agencies should all be referenced and signed.

Signature and Date

Name, Title
Police Department

Signature and Dates

Name, Title
Fire Department/EMS

Signature and Date

Name, Title
Emergency Management

Signature and Dates

Name, Title
Local Health Officer

Record of Changes

[illegible]

Proposal for Changes, Corrections, Additions and Deletions Form

To: School Safety Team
Ledyard Charter School
39 Hanover St
Lebanon, NH 03766
wkozak@ledyardcharterschool.org

Re: School Emergency Operations Plan

Proposal for Changes, Corrections, Additions & Deletions

Any user of this Plan is encouraged to recommend changes that the user feels may enhance or clarify a particular portion of this Plan. Suggested changes should be submitted to the School at the above address for consideration. The School will respond in written form, as to whether the suggestion will be implemented and, if not, why it will not be implemented. The format of the suggested changes should be:

Identify One:

Base Plan _____

Functional Annex _____

Hazard Annex _____

Appendix _____

Section:

Paragraph/Subparagraph:

Page Number:

Currently Reads:

Proposed Change:

Other Comments:

Submitted by (Name):

Agency/Organization:

Contact (Phone or e-mail):

Date:

Construct of Plan

This Plan is organized to align with the operational structure and makeup of the School's overall Emergency Management Program. The Emergency Management Program is the system providing management and coordination of prevention, protection, mitigation, response, and recovery activities for all hazards. The system encompasses all organizations, agencies, departments, and individuals having responsibilities for these activities.

This Plan provides general information as well as specific operational roles and responsibilities for select EOC sections, branches, and Departmental Annexes.

Base Plan

The Base Plan describes the structure and processes designed to integrate the efforts and resources of the federal, state, regional and local governments, the private sector and non-governmental organizations (NGOs). The Base Plan includes planning assumptions, roles and responsibilities, concept of operations, incident management actions, and plan administration and maintenance instructions. The basic plan provides an overview of a jurisdiction's ability to prevent, protect against, respond to, and recover from emergencies. It summarizes the basic tasks taken to prepare for a disaster and defines how the plan is developed and maintained.

Annexes

Lead and Support Department Annexes – These Annexes identify the lead and support agencies for emergency functions for which individual departments, agencies, and partners are responsible. The Annexes also describe expected mission execution for each emergency management mission area and identify tasks assigned to members.

- A - Fire
- B – Emergency Medical Services
- C – Alert and Warning
- D – Emergency Management
- E – Law Enforcement
- F – Hospital
- G – Public Health
- *H – Others as needed*

Functional Annexes

- **Clear Hallways:** Activated when it is necessary for staff to keep the hallways clear and restrict movement of students and staff around the inside of the school. Normally used for medical type events or de-escalation type events that are not considered immediate threats but require limited movement internally such as a disruptive person or stray animal inside the building. Upon notice of an event that requires the hallways to be clear, notify the office (if action was not initiated by the office).
- **Evacuation:** Activated when it is necessary for staff and students to exit the school building.

- Scan: Activated when it is necessary for staff to look around their area for any item that 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 an item that may cause harm. Scan starts High, Middle and then Low.
- Lockdown: Activated when it is necessary to protect staff and students from a violent intruder or any other situation that would entail securing staff and students in their classrooms or other areas that are able to be locked.
- Reverse Evacuation: 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.
- Secure Campus: Activated when it is necessary to protect staff and students from a threat from outside the school building.
- Shelter-In-Place: Activated when it is necessary to protect staff and students from airborne hazardous materials, toxic smoke or nuclear material.
- Drop, Cover and Hold: Activated to protect students and staff from falling objects or items that may become "projectiles."

Hazard Specific Annexes

- | | |
|---|---|
| ● Acts of Violence | ● Medical Emergencies |
| ● Biological Incidents | ● Radiological Emergencies |
| ● Civil Unrest | ● Structural Fire |
| ● Cyber Incidents | ● Threats |
| ● Drought | ● Tornadoes |
| ● Earthquakes | ● Wildfire |
| ● Extreme Temperatures | ● Winter Storm |
| ● Floods | ● <i>Any other hazard deemed necessary by school officials and local emergency authorities.</i> |
| ● Hurricane/Severe Storm | |
| ● Internal and External Hazardous Materials | |

Appendices

The Appendices provide additional relevant and/or more detailed supporting information for each section of the School EOP.

This includes glossaries, acronyms, statutory authorities, and other references.

Section 2: Purpose, Scope, Situation Overview, and Planning Assumptions

Purpose

The purpose of the School EOP is to outline the approach to emergency operations and to enable local, state, and federal coordination in addition to public and/or private support. It provides general guidance for emergency management activities. The School EOP and its contents describe the school emergency response organization and assigns responsibilities for various emergency management tasks. Specific support materials found in the sections beyond the basic plan, annexes, or in the appendixes, 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 human-caused 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 School 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.

It is the responsibility of those referenced in this plan to integrate their policies, procedures, and emergency management. Additionally, the School EOP should:

- Empower employees in an incident to act quickly and knowledgeably
- Inform and train students, faculty, and staff on their roles and responsibilities before, during, and after an incident
- Provide other members of the community with assurances that the School has established policies and procedures to respond to incidents and/or hazards in an effective way.
- Establish intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations
- Provide guidance for emergency operations and the utilization of all available school and government resources for the protection of lives, property, and the continuance of school operations in an emergency

Scope

This School EOP shall apply to all students, staff, faculty, and other building occupants in prevention, mitigation, preparedness, response, and recovery efforts. An incident or event influencing the School may also affect the surrounding community; therefore, this Plan shall support the Local Emergency Operations Plan and any supporting Memorandums of Understanding (MOU) and/or Memorandums of Agreement (MOA).

Situation Overview

The School is a stakeholder in the local and state disaster risks. The School is exposed to hazards which have the potential for disrupting the community and causing widespread damage and casualties.

To enhance capability and mitigation efforts the School works with local first responders on a regular basis. The School is dependent upon the community for resources that fall outside of their scope to aid in the preparation, response, and recovery from school-based incidents.

The School has assigned the following staff to be on the School Safety Team:

- Grayson Savoie
- Wendy Kozak

Planning Assumptions

This School EOP is based on the following planning assumptions and considerations as presented in this section:

- Any staff or faculty member of the School may be tasked by this Plan.
- School officials and representatives recognize their responsibilities for the safety and well-being of students, staff, faculty, and other building occupants, and assume their responsibilities in the implementation of this Plan.
- External resources may be requested to assist the school.
- In most cases, first responders once arriving on scene will 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).
- 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. It is possible for school-based incidents to occur with little or no warning.
- The School is responsible for conducting regular training and exercise of their Plan with the entire school community.
- Emergencies on the school grounds may involve many agencies outside of the School.
- This Plan should be considered for use outside of regular school hours.
- The School shall review this Plan annually and update it as necessary.

Section 3: Concept of Operations

Overview

A premise of emergency management is that all incidents begin locally, and initial response is by local jurisdictions. It is only after local emergency response resources are depleted, or local resources do not exist to address a given disaster or emergency, that State emergency response resources and assistance are to be requested by local authorities. Police, fire, EMS, emergency

management, public health, public works, environmental agencies and other personnel are often the first to arrive and the last to leave an incident site.

It is the responsibility of the School to protect life and property from the effects of emergency situations within its own jurisdiction. The School has the primary responsibility for initial emergency management activities.

Priorities for incident management include but are not limited to:

- Ensure the overall safety and wellbeing of students, staff, faculty, and other building occupants at the School.
- Protect property and mitigate damages and impacts to individuals, the community, and the environment.

The School should remember school-based incidents can escalate to emergencies or disasters. These are defined as 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 Plan 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.

National Incident Management System (NIMS) / Incident Command System (ICS)

NIMS is the national model for Preparedness, Communications and Information Management, Resource Management, and Command and Management. ICS, established by NIMS, is the model for command, control, and coordination for an emergency response. This system provides a means to coordinate the efforts of individual agencies as they work toward stabilizing the incident, protecting life, property, and the environment. ICS uses principles known to improve efficiency and effectiveness in an emergency response.

Due to the increased complexity of events occurring in New Hampshire the School has adopted NIMS and the use of the ICS in accordance with the Homeland Security Presidential Directive (HSPD) 5. Additionally, the U.S. Department of Education has provided guidance as “key personnel,” such as executive leaders, general personnel, Command Staff and Incident

Commanders, to complete specific courses in order to meet organizational NIMS compliance such as, FEMA IS-100, 200, 700, and 800.

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 Incident Commander at the School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resourced required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Emergency Management Mission Areas

The coordination of this response is achieved through five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. While not every disaster or emergency will require coordination through all the mission areas, general response activities and emergency operations are accomplished through area-specific objectives.

Prevention

Prevent, avoid or stop an imminent, threatened or actual act of terrorism and usually involves the following actions:

1. Heightened inspections;
2. Improved surveillance and security operations;
3. Investigations to determine the full nature and source of the threat;
4. Public health surveillance and testing processes;
5. Immunizations;
6. Isolation/Quarantine;
7. Law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity.

Protection

Protect students, staff, faculty, other building occupants, and assets against the greatest threats and hazards in a manner that allows the State's interests, aspirations, and way of life to thrive. Protection can involve the following actions:

1. School-based incident planning, training, exercises, and updates;
2. Identification of gaps and development of capabilities;

3. Public information, education, and outreach;
4. Development and inclusion of volunteers and NGOs;
5. Participation in memorandums of understanding or agreement.

Mitigation

Reduce the loss of life and property by lessening the likelihood and/or impacts of future incidents. Mitigation actions may involve the following:

1. Risk reduction through increasing protection of infrastructure and resources;
2. Reduction of impact on infrastructure by elevating, relocating, or retrofitting;
3. Update of local zoning and codes for future buildings and facilities;
4. Educating stakeholders on measures they can take to reduce the likelihood/impacts of hazards.

Response

Respond quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of an incident.

1. Pre-Impact Response Phase: Hazard Control and Assessment. The School will identify and assess the threat or hazard and begin to select control and mitigation strategies. Primary priorities may include:
 - a. Dissemination of accurate and timely emergency public information and warnings;
 - b. Intelligence gathering and assessment of the evolving situation;
 - c. Resource allocation and coordination;
 - d. Incident access and control.
2. Impact Response Phase: Protective Action Implementation. In this phase, the School will select protective actions utilizing functional annexes or other appendices listed within this Plan that are appropriate to the evolving situation and deploy additional primary and support resources. Operational priorities may include:
 - a. Dissemination of accurate and timely emergency public information and warnings;
 - b. Situational Assessment;
 - c. Law Enforcement, EMS, Firefighting, Search and Rescue, Public Health, and Hazardous Materials Response;
 - d. Clear hallways, evacuation, scan, lockdown, reverse evacuation, scan campus, shelter in place, or drop, cover and hold;
 - e. Coordination of outside resources.

3. Assessment and Allocation of Short-Term Needs: Short-term operational needs are determined and dependent upon actions and assessments during the Impact Response Phase. These operations often transcend the response and recovery phases. Short-term needs may include:
 - a. Dissemination of accurate and timely emergency public information and warnings;
 - b. Situational Assessment;
 - c. Access and Security;
 - d. Determination of need for (continued) mutual aid.
4. Resource Management: The School Principal or designee, in coordination with the local government, will facilitate logistical support for emergency operations (i.e., provide supplies and equipment).

Recovery

Recovery focuses on the timely restoration, strengthening, and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic, and environmental fabric of communities affected by an incident.

The federal emergency recovery process is initiated when the President of the United States issues a Presidential Disaster Declaration (PDD). This declaration makes a series of Federal Disaster Assistance programs available to aid the State in its recovery until the return of normal operations. The basis for the declaration is the determination by the President that the incident is of such severity and magnitude that the associated response is beyond state and local capabilities. Recovery actions can include the following:

1. Physical restoration of essential services, facilities, and infrastructure.
2. Facilitating processes and application for recovery funding sources.

Section 4: Organization and Assignment of Responsibilities

This section describes the organizational structure the School employs to respond to an emergency. It articulates the roles and responsibilities that various members of that organizational structure have in any response.

Organization

Emergency Management for the School is comprised of the following:

POLICY GROUP

- Comprised of: Executive Director, Assistant Director
 - The policy group will 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; and provide factual information, both internally and externally through the Joint Information Center (JIC).

SCHOOL SAFETY TEAM

- Comprised of: Executive Director, Assistant Director
 - The school site safety and security staff are responsible for emergency management planning and operations for the school upon activation of the EOP for a school incident assumes the role as Executive Director unless delegated.

DISTRICT OR SCHOOL DEPARTMENTS

- Comprised of: Executive Director, Assistant Director
 - 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.

Responsibilities When Implementing a Functional and/or Hazard Annex

When implementing a hazard specific annex, the following responsibilities should be considered:

- All teachers, students, and other building occupants shall follow any and all instructions provided by the school principal or designee (incident commander).
- All staff should undergo regular training and participate in incident management training, drills, or exercises as determined by School administration.

- Administration will work closely with the school and/or SAU to determine whether to delay, cancel, or conduct an early release of the school.
- 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 that 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.

Responsibilities after Implementing a Hazard Annex

The following responsibilities should be implemented by staff after an incident occurs and the first responders allow the building occupants to re-enter the School.

- Conduct an after action briefing, in a no-fault environment, to discuss and assess the effectiveness of the procedures utilized to determine if changes need to be made to the school EOP.
- Makes changes to school EOP as needed and approved by the policy group.

Assignment of Responsibilities

SCHOOL PRINCIPAL OR DESIGNEE:

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.

General responsibilities to consider during the activation of a hazard specific annex, as appropriate:

- Activate the school EOP.
- Make decisions regarding protective measures utilizing any related functional annexes that allow for the overall safety and wellbeing of students, staff, faculty, and other building occupants.
- Notify building occupants when Response Actions (functional annexes) are necessary and communicate those to them.
- Confirm that E9-1-1 has been notified relaying the nature of the emergency and actions taken by the school.
 - Be prepared to brief first responders as they arrive on scene.
- Determine if an alternate command site is needed to establish unified command and communicate the information if an alternative site is chosen.
- Ensure a representative from the School is available to handle any media inquiries.
- Identify additional resources needed to prepare for, respond to, or recover from an incident.
- Notify members of the School Safety Team of the incident.

TEACHERS:

Teachers will 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 move to inside or outside assembly areas, in accordance with signals, warnings, written notification, or intercom orders according to established incident management procedures; and give appropriate action command during an incident. Teachers will take attendance when class is relocated 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; and render first aid if necessary (school staff should be trained and certified in first aid and CPR).

SCHOOL SECRETARY/OFFICE STAFF:

The school secretary or office staff will 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; and assist with health incidents as needed, acting as messengers, etc.

COUNSELORS, SOCIAL WORKERS AND PSYCHOLOGISTS

Counselors, social workers and psychologists will: 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; and execute assignments as directed by the Incident Commander or ICS supervisor.

SCHOOL NURSES/HEALTH ASSISTANTS

School nurses and health assistants will administer first aid or emergency treatment as needed; supervise administration of first aid by those trained to provide it; and organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL

Custodians and maintenance personnel will safely 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; and keep Incident Commander or designee informed of condition of school.

FOOD SERVICE/CAFETERIA WORKERS

Food service and cafeteria workers will use, prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident; and execute assignments as directed by the Incident Commander or ICS supervisor.

TRANSPORTATION/BUS DRIVERS

Transportation and bus drivers will supervise the care of students if disaster occurs while students are on the bus; transfer students to new location when directed; execute assignments as directed by the Incident Commander or ICS supervisor; and transport individuals in need of medical attention, if directed to do so.

STUDENTS

Students will 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; and develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.

PARENTS/GUARDIANS

Parents and guardians will understand 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; and practice incident management preparedness in the home to reinforce school training and ensure family safety.

Departmental/Agency Support

A – Fire addresses fire suppression in rural, urban and wildland settings that result from naturally occurring, technological or human-caused disasters or emergencies. Local jurisdictions have the responsibility of providing basic fire service protection.

B – Law Enforcement addresses response and recovery activities that can include the following: maintaining law and order within legal authority; assisting with the dissemination of alerts, warnings and notifications; coordinating law enforcement activities from EOCs and command centers as needed to manage resources and personnel; staffing for roadblocks, traffic control points and other sites; conducting law enforcement investigations; providing evacuation/relocation support; providing communications to support agencies; supporting the relocation and temporary detention of persons confined to correctional and/or high risk institutions; and, maintaining and protecting logs, records, digests and reports essential to government and emergency operations.

C – Emergency Medical addresses medical services concerns during disaster or other emergencies. Medical services' concerns include, but are not limited to logistical support for

local health personnel in the field; supply and restocking of health-related equipment and supplies; testing and/or disposal of food, medicine and other related products affected by the disaster/emergency; assistance in assessing potable water and wastewater/solid waste disposal issues and coordination of equipment; assessment of medical needs of the affected communities in coordination with local emergency medical personnel; provision of medically related services and supplies that support the affected communities; and assistance and support for mass fatality and triage sites.

D – Emergency Management manages and facilitates a coordinated emergency operation through collecting, processing, and disseminating emergency information and disaster intelligence; developing Incident Action Plans (IAP); and coordinating resource support. Provides the core management and administrative functions in support of the Local Emergency Operations Center (LEOC) and the overall implementation of the Local Emergency Operations Plan (LEOP).

E - Hospital addresses the coordination and collaboration of hospitals, temporary medical facilities, and health care facilities during a disaster to ensure proper communication, planning, and engagement for patient services and transport.

F – Public Health addresses public health concerns to include, but are not limited to assessment and surveillance of health needs of the affected communities; provision of health-related services and supplies; identification of areas where health problems could occur; testing of products for public consumption; and environmental testing.

G – Public Works/Infrastructure

H – Others as Needed

ICS Responsibilities

Command and Control

The School Incident Manager is the overarching commander who supports emergency response operations. The School Incident Manager establishes response priorities, exercises overall direction and control of the school-based incident operations, and provides policy, and guidance.

The School Incident Manager shall oversee the incident activities under their leadership and will work in collaboration with local first responders.

The School Incident Manager may be responsible for the following actions:

- Assigning a Deputy School Incident Manager, as needed;
- Evaluating situational information and directing school-based incident efforts;
- Prioritizing emergency efforts taking place within the School when limited resources are available;

- Assigning a Liaison with Local, State, and/or Federal agencies participating in the response and recovery efforts;
- Coordinating with companies, agencies, non-governmental organizations, and any other entities involved in the school-based incident.

Operations Section

The Operations Section is responsible for assisting the School Incident Manager in coordinating notifications, facilitating activities to reduce impacts of an immediate hazard, save lives and property, establish situational control, and restore normal operations.

The staff within the Operations Section ensures that personnel have the operational support necessary to achieve incident objectives and address leadership priorities. The positions of staff in this section are organized functionally. The Operations Section is responsible for the following:

- Coordinate with local responders to identify and meet unmet resource needs;
- Provide the Information and Planning Section with updates for the Situation Report (SITREP);
- Coordinate support for emergency response operations in conjunction with the ESFs, and in accordance with appropriate plans and procedures;
- Coordinate with staff in the Logistics Section to implement agreements when internal resources cannot meet a requirement;
- Coordinate with the LEOC Manager, as well as ESFs and support agencies, to identify long-term incident impacts and recovery requirements;
- Coordinate with appropriate response organizations to facilitate the employment of State/Federal resources and their support to local government;
- Coordinate the execution of the IAP with the ESFs to ensure the lead and support agency actions support the goals and objectives as defined in the IAP.

Operations Section Chief

The Operations Section Chief is responsible for assisting the School Incident Manager in coordinating incident operations at the local level. The Operations Section Chief may be responsible for:

- Assisting the School Incident Manager in activating, operating and demobilizing the School EOC;
- Coordinating notifications;
- Providing operational support throughout the duration of emergency response and recovery operations;
- Supporting situational awareness;
- Assigning a Deputy Operations Section Chief or Branch Directors, as needed;
- Evaluating incoming information and directing response effort.

Information and Planning Section

The Information and Planning Section collects, analyzes, and disseminates incident situational awareness information and intelligence to incident management personnel and key local and state officials. It prepares status reports, including Situational Reports, displays situation information, and prepares and documents the Incident Action Plan, based on input and guidance from the School Incident Manager.

The Information and Planning Section staff provides a wide range of planning services to address current incident requirements, as well as anticipating and developing plans to deal with future needs. The section typically performs the following functions:

- Conducts meetings with School Incident Manager, and selected representatives to develop the Schools goals, objectives, and priorities for the incident;
- Facilitates the School EOC action planning process and development of the IAP;
- Anticipates long-term impacts and possible cascading effects, including potential resource requests and policy issues, and conducts contingency planning as needed, in conjunction with Operations Section staff;
- Conducts planning meetings with the selected representatives and Logistics to identify and coordinate required resources to support plans and contingency plans;
- Collects data from initial and ongoing assessment of incident-related damage and needs, conducts impact analyses, and informs plans and resource decisions with assessment results;
- Serves as a link with the School EOC;
- Shares incident-related intelligence and information;
- Facilitates information sharing across various jurisdictions involved in an incident and with Unified Command;
- Provides weather and other specialized mission support;
- Supports incident modeling and mapping requests; and,
- Meets information requirements to support decisions.

Information and Planning Chief

The Information and Planning Section Chief is responsible for assisting the School Incident Manager in establishing situational awareness, developing situational awareness reports and incident action plans, performing forward planning, and providing technical expertise during emergency response and recovery operations. The Information and Planning Chief may also be responsible for:

- Assigning a Deputy Information and Planning Section Chief, as needed;
- Establishing the planning cycle schedule for the development of the Incident Action Plan;
- Advising the School Incident Manager of any significant changes in incident status;

- Reporting on situation briefing and assist in preparation of initial response objectives and strategies;
- Supervising the production of incident-related contingency, recovery, COOP, and demobilization plans.

Logistics Section

The Logistics Section is responsible for the allocation of School resources to support local first responders. In the event that the School requires additional and/or specialized resources, the Logistics Section will work to fill resource requests to include additional personnel.

Logistics Section Chief

The Logistics Section Chief is responsible for assisting the School Incident Manager in implementing external logistical support required during emergency response and recovery operations. The Section Chief coordinates with internal and external organizations to clarify resource requirements, deploy available resources, de-conflict resource allocation issues, and identify gaps in resource availability. The Logistics Section Chief may also be responsible for:

- Coordinating resources and services to support the achievement of the incident objectives and for all logistical functions within the School EOC;
- Advising the School Incident Manager of any anticipated shortfalls in required resources;
- Supporting situational awareness; and
- Providing support to meet incident needs.

Finance and Administration Section

The Finance and Administration Section is responsible for providing human resource, financial, and administrative support to School EOC personnel and the activities the EOC oversees. The section implements procurement processes to execute contracts and obligate funds for activities in coordination with the Logistics Section. The Finance and Administration Section will follow existing Financial Administration Procedures and Grant Administration Plans as appropriate.

Finance and Administration Section Chief

The Finance and Administration Section Chief ensures compliance with applicable guidance regarding the financial and administrative activities of the School EOC. The Finance and Administration Chief may be responsible for:

- Coordinating closely with the School Incident Manager to ensure financial accountability, and documentation of expenditures;
- Ensuring that costs and expenditures are tracked and reports information regarding accrued costs to the School Incident Manager;
- Ensuring that the School EOC staff keeps records necessary for potential disaster declaration and/or reimbursement requests and supports the completion and submission of these requests.

Figure 7: School ICS Organization Chart

Ledyard Charter School Organization Chart

LCS Board of Directors

- Amie Bettie, Chair
- Erin Popyschala, Secretary
- Kristine McAllister, Treasurer
- Carine Abott, Member



Executive Director, Wendy Kozak

↘Assistant Director, Grayson Savoie

↘Teachers

- Patrick Darley, Social Studies
- Marianne St-Laurent, English & Art
- James Leavitt, Math
- Alice Goldstein-Plessor, Science

↘Program Assistant, Ashlee Kelley

Section 5: Direction, Control, and Coordination

While most incidents are generally handled on a daily basis by a single School at the local level, there are instances in which successful incident management operations depend on the involvement of multiple jurisdictions, support agencies, and emergency responder disciplines. These instances require effective and efficient coordination across this broad spectrum of organizations and activities.

Coordination is a broad function involving staff members engaged in management, direction, and control. Some situations might require an Incident Commander to execute coordinating functions. In times of disasters or other emergencies, there are several levels of coordination involved with the administration of this plan. They work through four levels from school, to local, to state, and finally to federal agencies, when required.

Continuity of Operations (COOP)

If you have a COOP plan then this section is optional; however, you are encouraged to review that plan for accuracy and relevance to this School EOP. Your jurisdiction can reference your existing plan for continuity or, if you do not have a COOP plan, you can use this section of the School EOP to start this process.

The occurrence of a disaster or emergency could impede the ability of local government to function. This section should include a variety of activities designed to ensure the preservation of government, as it exists, and the continued ability of local governments to provide protection and essential services to the public. COOP requirements for local jurisdictions should include:

A description of essential functions, such as providing vital services, exercising civil authority, maintaining the safety and well-being of the populace, and sustaining the industrial/economic base in an emergency. Recommended contents of COOP:

- 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, AARs, and lessons learned.
- Describe the process and criteria for corrective action plans

Continuity of Government (COG)

In order to maintain civil order and control, it is imperative for all levels of government and administration to identify clear lines of succession and establish the mechanisms to ensure the School continues to function during emergencies and/or disasters.

Section 6: Information Collection, Analysis, and Dissemination

Essential information necessary for emergency operations identified in this EOP are recorded in the school office and shared with all appropriate school and district departments and external partners including law enforcement, fire, and emergency management.

Section 7: Communication and Coordination

Communications

This section describes the communication protocols and coordination procedures used between response organizations during emergencies and disasters. It discusses the framework for delivering communications support and how the jurisdiction's communications integrate into the regional or national disaster communications network. It does not describe communications hardware or specific procedures found in departmental SOPs/SOGs. Planners should identify and summarize separate interoperable communications plans. This section may be expanded as an annex and is usually supplemented by communications SOPs/SOGs and field guides. NH Alerts is the State's primary emergency information distribution method.

Coordination

Coordination is a broad function involving staff members engaged in both direction and control. Some situations might require an Incident Commander to execute coordinating functions. In times of disasters or other emergencies, there are several levels of coordination involved with the administration of this Plan. They work through three levels from local, to State, and finally to federal authorities, when required.

The School Principal or designee is responsible for maintaining a common operating picture and coordinating local response efforts. Primarily, this role encompasses coordinating with the local EMD.

Section 8: Administration, Finance, and Logistics

Interface with State and Federal

In most situations, requests for Federal assistance will be made through the Local EOC to NH Homeland Security and Emergency Management (HSEM) then to DHS/FEMA. When incident requests exceed the capability of the State, with the approval of the Governor, the Command Staff will coordinate activities with the lead federal agency(ies) under the provisions of the National Response Framework (NRF).

Once the School EOC is activated, the School Principal or designee will notify the local EMD immediately. If the local EOC is activated, the EMD will notify the NH State EOC immediately at (800) 852-3792, or via WebEOC. Whenever possible, the Local EOC should establish contact to the State EOC via WEB-EOC at <http://www.nh.gov/safety/divisions/hsem/>.

Agreements and Understanding

All agreements and understandings entered into for the purchase, lease or otherwise for the use of equipment and services will be in accordance with law and procedures.

Local, State, and International Mutual Aid agreements (EMAC/IEMAC, etc.) may also be activated as the situation warrants.

Expenditures and Record-Keeping

The School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for federal reimbursement. This should be in accordance with the established federal program guidelines or standard cost accounting procedures, if the latter is acceptable by the reimbursing federal agency.

During an emergency/disaster the School shall determine, as necessary, which normal administrative procedures shall be suspended, relaxed or made optional in order to prevent unnecessary impediments to emergency operations and recovery activities. Departures from normal methods should be stated in the State of Emergency declarations, or as specified in the EOP and its supporting documents.

Such accounting documentation will support the School's request for supplemental assistance.

Consumer Protection

The NH Department of Justice (DOJ), Office of the Attorney General (AG), Consumer Protection and Anti-Trust Bureau will monitor emergency activities to provide protection to consumers. Complaints may be initiated by calling the Bureau at (603) 271-3641 or by filing a complaint electronically.

Protection of the Environment

All actions taken pursuant to repair and restoration by a government agency, individual, or private entity will comply with New Hampshire and Federal laws, rules and regulations regarding the environment. Additional requirements may be obtained from the New Hampshire Department of Environmental Services (DES).

Non-discrimination

Discrimination against persons on the basis of age, color, economic status, nationality, race, religion, sex, sexual preference or handicap in the administration of emergency services or disaster relief is prohibited. Complaints of discrimination in emergency operations or disaster relief will be made to the local emergency management organization for investigation and further action.

Section 9: Plan Development, Maintenance, and Testing

Development

The School has the overall responsibility for emergency planning and coordination of resources in incident operations. Each entity with emergency management responsibility is tasked with the development and maintenance of appropriate planning documents that address responsibilities assigned in this plan including SOPs, implementing procedures, and/or operational guidelines.

Maintenance

This Plan is a living document and is the principal source of documentation concerning the schools emergency management activities. Designated departments/agencies of local government have the responsibility for developing and maintaining a portion of this Plan. Overall coordination of this process will be performed by the School Principal or designee.

The School Principal or designee will facilitate the development and maintenance of the Plan. The EOP and Annexes will be reviewed annually. Reviews and updates will consider the following elements:

- Formal updates of planning guidance or standards;
- Change in elected/appointed officials;
- Changes in response resources (e.g. policies, personnel, organizational structures, leadership/management processes, facilities, or equipment);
- After-Action Reports and Improvement Plans from exercises, incidents, or events;
- Enactment of new or amended laws/ordinances or Executive Orders; and
- Changes in demographics or hazard profiles.

The School Principal or designee has the responsibility for maintaining Annexes, Appendices, SOPs, implementing procedures, job aids, notification lists, and resource data to ensure prompt and effective response. The School Principal or designee is also expected to conduct and/or participate in training and exercise activities designed to enhance the Schools overall ability to accomplish their assigned responsibilities.

Testing

Training and exercises are provided for response personnel to enhance their knowledge, skills, and abilities (KSAs) in a school-based incident.

Drills

NH RSA 189:64 states that, "The plan shall provide that at least 4 of the currently required number of fire evacuation drills shall be emergency, all-hazard response drills of which at least one shall test emergency response to an armed assailant. The armed assailant drill may be discussion based. The types of all-hazard drills and exercises and the manner and time in which these activities take place shall be determined by the school in collaboration with local public safety, emergency management, and public health officials. The school may include students and first responders in all-hazard response drills or activities, as appropriate."

This School meets this requirement by conducting drills as follows:

- September (2 drills – evacuation)
- October (1 drill – evacuation)
- November (1 drill – evacuation)
- December (1 drill – all-hazards)
- January (optional skip month)
- February (1 drill – all-hazards)
- March (1 drill – all-hazards)
- April (1 drill – all-hazards)
- May (1 drill – evacuation)
- June (1 drill – evacuation)

Exercises

Exercises help evaluate plans, procedures, and capabilities and include the development of an after-action report and improvement plan to include lessons learned or corrective actions. The EOP will be exercised at least once annually. The School can work with NH HSEM School Readiness Program for designing, carrying out, and evaluating the exercises. All exercises will follow Homeland Security Exercise and Evaluation Program (HSEEP) doctrine for development and evaluation.

Evaluations

An After-Action Report (AAR) captures observations of the response to an exercise or real-world incident and makes suggestions for post-response improvements to plans, policies, and procedures. An Improvement Plan (IP) identifies specific corrective actions, assigns these actions to responsible parties, and establishes target dates for action completion. While the AAR and IP are different documents and developed through different processes, they are complementary and should be printed and distributed jointly.

Following each incident or exercise, the School Principal or designee will conduct an after-action analysis to identify areas of improvement. They will take steps to address any problem identified and to ensure current policy and procedures are effectively implemented and reflected in this plan.

The AAR will be developed by the School Principal or designee, based on information collected from response participants in hot washes and from records of the response, such as WebEOC and position logs, message forms, maps, situation reports, Incident Action Plans, news releases, or written requests for resources.

Once a draft AAR is developed, the School Principal or designee will facilitate an After-Action Conference with entities that participated in the response. Participants in this conference will present, discuss, and refine the AAR and identify specific corrective actions to address the recommendations contained in the AAR. These corrective actions will yield the IP. Following the conference, School Principal or designee will finalize the AAR by incorporating corrections, clarification, and other feedback and distribute the final AAR/IP to all entities involved in the response.

Corrective actions are reviewed and are included in revisions and changes in plans and procedures.

Section 10: Authorities and References

Authorities and Activation

The School Principal or designee is the responsible authority for directing emergency measures for the school and is provided the authority to activate this Plan.

The School Principal or designee 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 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.

References

Local

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 (e.g., the succession of decision-making authority and operational control) to ensure that critical emergency functions can be performed

State

- [RSA 189:64](#): Requires all schools within New Hampshire to have a site specific EOP that is compliant with National Incident Management System and Incident Command System and submit such plan to the department of safety division of homeland security and emergency management by October 15 of each year.
 - [HB1125](#): This repealed the previous version of the statute and was reenacted in June 2022.
- [RSA 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

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

Section 11: Functional Annexes

Drop, Cover, and Hold Annex

Purpose

Activated in order 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.

Scope

The Drop, Cover and Hold response action outlines 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.

Specialized Procedures

The following procedures will be implemented by staff and students when directed or when deemed appropriate or necessary by the situation:

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

Alternate Indoor Procedure - During a tornado warning, 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

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

Secure Campus

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.

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.

Specialized Procedures

The following procedures will be implemented by staff and students when directed or when deemed appropriate or necessary by the situation:

Indoor Procedure - When indoors, students and 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

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

Shelter-in-Place Annex

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 sufficient time to safely evacuate a school to an off-site location, or as a precautionary measure while waiting for 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.

Scope

The Shelter-In-Place 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.

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 monitored point of entry
- Await further information
- Prepare for evacuation or other response actions
- Call E9-1-1 if required

Lockdown Annex

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.

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.

Specialized Procedures

The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

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

Outdoor Procedure - When outdoors staff and students should:

- Do not reenter the school building
- Immediately go to an exterior area of refuge

Evacuation Annex

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.

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.

D. Specialized Procedures

The following procedures will be implemented by staff and students when directed, deemed appropriate, or necessary by the situation:

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

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 E9-1-1 (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 onsite 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

Reverse Evacuation

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.

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.

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

Scan Annex

Purpose

Activated when it is necessary for staff to look around their area for any item that 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 an item or something that may cause harm.

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.

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

Clear Hallways

Purpose

Activated when it is necessary for staff to keep the hallways clear and restrict movement of students and staff around the inside of the school. Normally used for medical type events or events that are not considered immediate threats but require limited movement internally such as a disruptive person or stray animal inside the building.

Scope

The Clear Hallways 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.

Specialized Procedures

The following procedures will be implemented by staff and students when directed or deemed appropriate or necessary by the situation:

- If directed by school office, activate Clear Hallways immediately
- If action is not initiated by the office, notify office upon discovery of an event that requires the hallways to be clear
- Lock classroom doors if needed
- Continue normal academic functions within the classroom or secured area unless informed to take another action
- Do not move between classes or dismiss classes until instructed by school administration
- Remain calm and await further instruction

Section 12: Hazard Specific Annexes

Acts of Violence Annex

Purpose

Activated when it is necessary to protect staff and students from an acts of violence incident that may have lasting effects on the school and the community.

An active shooter or armed assault on school grounds can involve one or more individual's intent on causing physical harm to students, staff, faculty, or other building occupants. For the purposes of this annex the weapon may include a gun, knife, or any other harmful device capable of inflicting injury or death.

Life safety is the main consideration for all decisions.

Scope

The acts of violence incident 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Confirm that E9-1-1 has been notified relaying the nature of the emergency and actions taken by the school.
- Threat training: Run, Hide, Fight

Related Functional Annexes and Appendices

- Lockdown Functional Annex
- Secure Campus Functional Annex
- Evacuation Functional Annex
- Reunification Plan Appendix
- Communication Plan Appendix
- Behavioral Health Plan Appendix

Additional Resources

- [Ready – Attacks in Crowded and Public Spaces](#)

Biological Incident Annex

Purpose

Activated when it is necessary to protect staff and students from a biological incident that may have lasting effects on the school and the community.

Biological hazards may include but are not limited to the following: infectious diseases such as pandemic influenza, SARS-CoV-2, extensively drug-resistant tuberculosis, *staphylococcus aureus*, and meningitis; toxic materials present in school laboratories; contaminated food outbreaks, such as, *Salmonella*, botulism, and *E. coli*.

Life safety is the main consideration for all decisions.

Scope

The biological incident 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Continue to monitor local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
- Advise staff to stay alert for any of the warning signs of medical problems that may arise from biological incident exposure
- Confirm that E9-1-1 has been notified relaying the nature of the emergency and actions taken by the school, if required.

Related Functional Annexes and Appendices

- Shelter In Place Functional Annex
- Clear Hallways Functional Annex
- Evacuation Functional Annex
- Communication Plan Appendix
- Behavioral Health Plan Appendix
- Point of Dispensing Appendix
- Supplemental Biological Plans Appendix

Additional Resources

- [Ready – Pandemic](#)

- [Ready – Bioterrorism](#)
- [Poison Control](#)
- [REMS TA – Food Contamination](#) (*online course*)
- [REMS TA – Planning for Infectious Diseases](#) (*online course*)

Civil Unrest Incidents

Purpose

Activated when it is necessary to protect staff and students from a civil unrest incident that may have lasting effects on the school and the community.

Life safety is the main consideration for all decisions.

Scope

The civil unrest incident 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Monitor local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
- Confirm that E9-1-1 has been notified relaying the nature of the emergency and actions taken by the school.

Related Functional Annexes and Appendices

All Functional Annexes

- Communication Plan Appendix
- Behavioral Health Plan Appendix
- Reunification Plan Appendix
- Security Plan Appendix

Additional Resources

- [NH HSEM – See Something, Say Something Materials](#)
- [REMS TA – Responding to Student Demonstrations and Protests](#) (*fact sheet*)

Cyber Incident Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from a confirmed or suspected cyber incident that may have lasting effects on the school and the community.

Life safety is the main consideration for all decisions.

Scope

The cyber incident 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Reference the current plan/policy in place for the School which has been included as an Appendix to this EOP

Related Functional Annexes and Appendices

- Cybersecurity Plan Appendix

Additional Resources

- [Cybersecurity Infrastructure & Security Agency – K-12 Resources](#)
- [REMS TA – Cybersecurity Considers for K-12 Schools and School Districts](#) (*online course*)
- [REMS TA – Cybersecurity Considerations Fact Sheet](#)

Drought Incident Annex

Purpose

Activated when it is necessary to protect staff and students from a drought that may have lasting effects on the school and the community.

The National Weather Service describes four types of drought:

- **Meteorological drought** is based on the degree of dryness (rainfall deficit) and the length of the dry period.
- **Hydrologic drought** is based on the impact of rainfall deficits on the water supply such as stream flow, reservoir and lake levels, and ground water table decline.
- **Agricultural drought** is based on the impacts to agriculture by factors such as rainfall deficits, soil water deficits, reduced groundwater, or reservoir levels needed for irrigation.
- **Socioeconomic drought** is based on the impact of drought conditions (meteorological, agricultural, or hydrological drought) on supply and demand of some economic goods. Socioeconomic drought occurs when the demand for an economic good exceeds supply as a result of a weather-related deficit in water supply.

Life safety is the main consideration for all decisions.

Scope

The drought incident 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*

Related Functional Annexes and Appendices

- Communications Plan Appendix
- Behavioral Health Plan Appendix

Additional Resources

- [National Weather Service – Drought Safety](#)
- [National Weather Service – Climate Prediction Center](#)
- [Ready - Drought](#)

Earthquake

Purpose

Activated when it is necessary to protect staff and students from an earthquake that may have lasting effects on the school and the community. 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 include falling objects, broken glass, and other debris. Should the School experience an earthquake, students, faculty, and staff are expected to take immediate action to get all persons into protected areas.

Life safety is the main consideration for all decisions.

Scope

The earthquake 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.

Specialized Procedures

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 Earthquake:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee.*
- Monitor local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
- Stay safe after the earthquake by looking for hazards, such as damage to the building, leaking utility lines, or downed power lines.

Related Functional Annexes and Appendices

- Communication Plan Appendix
- Drop, Cover and Hold Functional Annex
- Scan Functional Annex
- Evacuation Functional Annex
- Reunification Plan Appendix

Additional Resources

- [Centers for Disease Control and Prevent – Earthquake Safety](#)
- [American Red Cross – Earthquake Safety](#)
- [Ready – Earthquakes](#)

Extreme Temperature Incident Annex

Purpose

Activated when it is necessary to protect staff and students from extreme temperatures that may have lasting effects on the school and the community.

The National Weather Service (NWS) issues three types of information as it relates to cold weather:

- *Wind Chill Warning:* NWS issues a wind chill warning when dangerously cold wind chill values are expected or occurring. If you are in an area with a wind chill warning, avoid going outside during the coldest parts of the day. This level of wind chill will result in frostbite and lead to hypothermia if precautions are not taken. Avoid going outdoors. If you do go outside, dress in layers, cover exposed skin, and make sure at least one other person knows your whereabouts. Update them when you arrive safely at your destination. **Take Action!**
 - [National Weather Service – Wind Chill Chart](#)
- *Wind Chill Watch:* NWS issues a wind chill watch when dangerously cold wind chill values are possible. As with a warning, adjust your plans to avoid being outside during the coldest parts of the day. Make sure your car has at least a half a tank of gas, and update your winter survival kit. **Be Prepared!**
- *Wind Chill Advisory:* NWS issues a wind chill advisory when seasonably cold wind chill values but not extremely cold values are expected or occurring. If you must venture outdoors, take precautions against frostbite and hypothermia. **Be Aware!**

The NWS issues four types of information as it relates to warm weather:

- *Excessive Heat Warning:* An Excessive Heat Warning is issued within 12 hours of the onset of extremely dangerous heat conditions. The general rule of thumb for this Warning is when the maximum heat index temperature is expected to be 105° or higher for at least 2 days and nighttime air temperatures will not drop below 75°; however, these criteria vary across the country, especially for areas not used to extreme heat conditions. If you don't take precautions immediately when conditions are extreme, you may become seriously ill or even die. **Take Action!**
- *Excessive Heat Watches:* Heat watches are issued when conditions are favorable for an excessive heat event in the next 24 to 72 hours. A Watch is used when the risk of a heat wave has increased but its occurrence and timing is still uncertain. **Be Prepared!**
- *Heat Advisory:* A Heat Advisory is issued within 12 hours of the onset of extremely dangerous heat conditions. The general rule of thumb for this Advisory is when the maximum heat index temperature is expected to be 100° or higher for at least 2 days, and nighttime air temperatures will not drop below 75°; however, these criteria vary across the country, especially for areas that are not used to dangerous heat conditions. Take precautions to avoid heat illness. If you don't take precautions, you may become seriously ill or even die. **Take Action!**

- *Excessive Heat Outlooks:* The outlooks are issued when the potential exists for an excessive heat event in the next 3-7 days. An Outlook provides information to those who need considerable lead-time to prepare for the event. **Be Aware!**

Life safety is the main consideration for all decisions.

Scope

The extreme temperature 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Review steps within the section below titled ‘*Notice of Impending Extreme Temperature Incident*’
- Continue to monitor the National Weather Service, local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
- Notify facilities staff and/or building supervisor of potential utility failure(s)
- Advise staff to stay alert for any of the warning signs of medical problems that may arise from extended exposure to extreme temperatures.

Notice of Impending Extreme Temperature Incident:

- Monitor the National Weather System alerts or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts
 - All staff can sign up for this free system by visiting this [webpage](#).
- The school and/or SAU administration should collaborate with transportation officials on whether to delay, cancel, or conduct an early release of the school upon notice of impending extreme temperatures.
 - Transportation officials will notify bus drivers about weather related changes to the impacted school.
 - School officials will notify parents utilizing a mass notification system about the decision made of altering school times or cancellation.
- It is encouraged to make early decisions about extreme temperature incidents to avoid the need for evacuating during an event with teachers, students, and other occupants in the school building.

Related Functional Annexes and Appendices

- Secure Campus Functional Annex
- Evacuation Functional Annex
- Behavioral Health Plan Appendix
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [National Weather Service – Cold Weather Safety](#)
- [National Weather Service – Heat Safety](#)

Floods Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from flooding that may have lasting effects on the school and the community.

The National Weather Service (NWS) issues four common types of information as it relates to flooding:

- **Flash Flood Warning:** A Flash Flood Warning is issued when a flash flood is imminent or occurring. If you are in a flood prone area move immediately to high ground. A flash flood is a sudden violent flood that can take from minutes to hours to develop. It is even possible to experience a flash flood in areas not immediately receiving rain. **Take Action!**
- *Flash Flood Warnings are changing to an Impact-Based format to improve public response. [Read the factsheet.](#)*
- **Flood Warning:** A Flood Warning is issued when the hazardous weather event is imminent or already happening. A Flood Warning is issued when flooding is imminent or occurring. **Take Action!**
- **Flood Watch:** A Flood Watch is issued when conditions are favorable for a specific hazardous weather event to occur. A Flood Watch is issued when conditions are favorable for flooding. It does not mean flooding will occur, but it is possible. **Be Prepared!**
- **Flood Advisory:** A Flood Advisory is issued when a specific weather event that is forecast to occur may become a nuisance. A Flood Advisory is issued when flooding is not expected to be bad enough to issue a warning. However, it may cause significant inconvenience, and if caution is not exercised, it could lead to situations that may threaten life and/or property. **Be Aware!**

Life safety is the main consideration for all decisions.

Scope

The floods 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Notify facilities staff and/or building supervisor of potential utility failure(s)
- Stay safe during and after the floods by looking for hazards, such as damage to the building and grounds, leaking utility lines, or downed power lines. Avoid walking through flood water, if possible.

Notice of Impending Flooding:

- Monitor the National Weather System alerts or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts
 - All staff can sign up for this free system by visiting this [webpage](#).
- The school and/or SAU administration should collaborate with transportation officials on whether to delay, cancel, or conduct an early release of the school upon notice of impending flooding.
 - Transportation officials will notify bus drivers about weather related changes to the impacted school.
 - School officials will notify parents utilizing a mass notification system about the decision made of altering school times or cancellation.
- It is encouraged to make early decisions about impending flooding to avoid the need for evacuating during an event with teachers, students, and other occupants in the school building.

Related Functional Annexes and Appendices

- Evacuation Functional Annex
- Reverse Evacuation Functional Annex
- Secure Campus Functional Annex
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [National Weather Service – Floods](#)
- [NOAA – Impact Based Flash Flood Warnings](#)
- [NOAA National Severe Storms Laboratory – Severe Weather 101 – Flood Basics](#)
- [Ready – Floods](#)
- [NH Alerts](#)

Hurricane/Severe Storm Incident Annex

Purpose

Activated when it is necessary to protect staff and students from hurricanes and/or severe storms that may have lasting effects on the school and the community.

The NWS issues two types of information as it relates to thunderstorms:

- **Severe Thunderstorm Watch:** Severe thunderstorms are possible in and near the watch area. Stay informed and be ready to act if a severe thunderstorm warning is issued. The watch area is typically large, covering numerous counties or even states. **Be Prepared!**
- **Severe Thunderstorm Warning:** Severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property. Take shelter in a substantial building. Warnings typically encompass a much smaller area (around the size of a city or small county) that may be impacted by a large hail or damaging wind identified by an NWS forecaster on radar or by a trained spotter/law enforcement who is watching the storm. **Take Action!**

The NWS issues four types of warnings related to hurricanes:

- **Storm Surge Warning:** There is a danger of life-threatening inundation from rising water moving inland from the shoreline somewhere within the specified area, generally within 36 hours. If you are under a storm surge warning, check for evacuation orders from your local officials. **Take Action!**
- **Hurricane Warning:** Hurricane conditions (sustained winds of 74 mph or greater) are expected somewhere within the specified area. National Hurricane Center (NHC) issues a hurricane warning 36 hours in advance of tropical storm-force winds to give you time to complete your preparations. All preparations should be complete. Evacuate immediately if so ordered. **Take Action!**
- **Tropical Storm Warning:** Tropical storm conditions (sustained winds of 39 to 73 mph) are expected within your area within 36 hours. **Take Action!**
- **Extreme Wind Warning:** Extreme sustained winds of a major hurricane (115 mph or greater), usually associated with the eyewall, are expected to begin within an hour. Take immediate shelter in the interior portion of a well-built structure. **Take Action!**

The NWS issues three types of watches related to hurricanes:

- **Storm Surge Watch:** There is a possibility of life-threatening inundation from rising water moving inland from the shoreline somewhere within the specified area, generally within 48 hours. **Be Prepared!**
- **Hurricane Watch:** Hurricane conditions (sustained winds of 74 mph or greater) are possible within your area. Because it may not be safe to prepare for a hurricane once winds reach tropical storm force, the NHC issues hurricane watches 48 hours before it anticipates tropical storm-force winds. **Be Prepared!**
- **Tropical Storm Watch:** Tropical storm conditions (sustained winds of 39 to 73 mph) are possible within the specified area within 48 hours. **Be Prepared!**

The NWS issues two types of advisories related to hurricanes:

- [Tropical Cyclone Public Advisory](#): The Tropical Cyclone Public Advisory contains a list of all current coastal watches and warnings associated with an ongoing or potential tropical cyclone, a post-tropical cyclone, or a subtropical cyclone. It also provides the cyclone position, maximum sustained winds, current motion, and a description of the hazards associated with the storm.
- [Tropical Cyclone Track Forecast Cone](#): A graphic that shows areas under tropical storm and hurricane watches and warnings, the current position of the center of the storm, and its predicted track. Forecast uncertainty is conveyed on the graphic by a “cone” (white and stippled areas) drawn such that the center of the storm will remain within the cone about 60 to 70 percent of the time. Remember, the effects of a tropical cyclone can span hundreds of miles. Areas well outside of the cone often experience hazards such as tornadoes or inland flooding from heavy rain.

The NWS issues one type of outlook related to hurricanes:

- [Tropical Weather Outlook](#): The Tropical Weather Outlook is a discussion of significant areas of disturbed weather and their potential for development during the next 5 days. The Outlook includes a categorical forecast of the probability of tropical cyclone formation during the first 48 hours and during the entire 5-day forecast period. You also can find graphical versions of the 2-day and 5-day Outlook at www.hurricanes.gov and www.weather.gov/cphc

Additional considerations:

- Hurricane and tropical storm watches and warnings for winds on land as well as storm surge watches and warnings can be issued for storms that the NWS believes will become tropical cyclones but have not yet attained all of the characteristics of a tropical cyclone (i.e., a closed low-level circulation, sustained thunderstorm activity, etc.). In these cases, the forecast conditions on land warrant alerting the public. These storms are referred to as “potential tropical cyclones” by the NWS.
- Hurricane, tropical storm, and storm surge watches and warnings can also be issued for storms that have lost some or all of their tropical cyclone characteristics, but continue to produce dangerous conditions. These storms are called “post-tropical cyclones” by the NWS.

Scope

The hurricane and severe storm incident 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.

Specialized Procedures

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*

- Review steps within the section below titled “*Notice of Impending Hurricane or Severe Storm Incident*”
- Continue to monitor the National Weather Service, local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
- Notify facilities staff and/or building supervisor of potential utility failure(s)

Notice of Impending Hurricane or Severe Storm Incident:

- Monitor the National Weather System alerts or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts
 - All staff can sign up for this free system by visiting this [webpage](#).
- SAU administration should collaborate with transportation officials on whether to delay, cancel, or conduct an early release of schools upon notice of impending winter weather.
 - Transportation officials will notify bus drivers about weather related changes to the impacted school.
 - School officials will notify parents utilizing a mass notification system about the decision made of altering school times or cancellation.
- It is encouraged to make early decisions about impending hurricane and/or severe storms to avoid the need for evacuating during an event with teachers, students, and other occupants in the school building.

Related Functional Annexes and Appendices

- Evacuation Functional Annex
- Scan Functional Annex
- Reverse Evacuation Functional Annex
- Secure Campus Functional Annex
- Communication Plan Appendix
- Behavioral Health Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [Ready – Hurricanes](#)
- [Ready – Thunderstorms & Lightning](#)
- [Ready – Power Outages](#)
- [National Hurricane Center](#)
- [National Weather Service - Thunderstorms](#)
- [National Weather Service – Local Station – Gray, Maine](#)
- [NH Alerts](#)

Internal and External Hazardous Material Release Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from an internal and/or external hazardous material release that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

Scope

The internal and/or hazardous material release 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.

Specialized Responsibilities

- A staff member(s) must be assigned to maintain an accurate Material Safety Data Sheet (MSDS)/Global Harmonization System (GHS) log book.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Immediately notify school facilities personnel of potential need to respond
- Advise staff to stay alert for any of the warning signs of medical problems that may arise from internal and/or hazardous material releases.

Related Functional Annexes and Appendices

- Evacuation Procedure
- Reverse Evacuation Functional Annex
- Scan Functional Annex
- Shelter-In-Place Functional Annex
- Communication Plan Annex
- Behavioral Health Plan Annex
- Reunification Plan

Additional Resources

- [Division of Homeland Security – Hazardous Materials Release](#)
- [Ready – Hazardous Materials](#)
- [Ready – Chemical Emergency](#)

Medical Emergencies Annex

Purpose

Activated when it is necessary respond to a medical emergency and to protect other students, staff, faculty, and other building occupants of the school and the community. Life safety is the main consideration for all decisions.

Scope

The medical response annex outlines steps to be taken by staff and students in order to mitigate injury or death during an incident beyond the scope of the trained medical professional's onsite. Designated staff members are required to participate in the development, implementation, and evaluation of the school EOP as it relates to this annex.

Specialized Responsibilities

- Staff should have the ability to participate in annual offerings of: CPR, AED, First-Aid, and/or Stop-the-Bleed trainings.
- Administration shall assign a designee to regularly check any first-aid supplies, AEDs, or other kits within the school to ensure they are functioning properly.
- Staff should be provided with information about students in their classroom having special medical or physical needs; such conditions might include allergies, seizures, or diabetes; and include procedures that the teacher must follow.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*.
- Confirm that E9-1-1 has been notified relaying the nature of the emergency and actions taken by the school.
 - Pertinent information may include:
 - Description of injury, illness or physical situation(s).
 - Approximate age(s) and number of patients.
 - Location of patient(s).
- Administration should ensure that the patient(s) are not moved unless they are in immediate danger or further injury.
- Ensure a school representative has contacted the parents, guardian or appropriate designee of the student.

- 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.

Related Functional Annexes and Appendices

- Communication Plan Appendix
- Behavioral Health Appendix
- Clear Hallways Functional Annex

Additional Resources

- [Department of Homeland Security – Stop the Bleed](#)
- [American Red Cross – CPR Program for Schools](#)
- [American Red Cross – Basic First Aid](#)
- [American Heart Association – CPR in Schools](#)
- [Poison Control](#)

Radiological Emergencies Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from a confirmed or suspected radiological incident that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

Scope

The radiological incident 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.

Specialized Resources

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Reference the *Seabrook Station Radiological Emergency Plan*, which has been included as an Appendix to this plan.

Related Functional Annexes and Appendices

- Seabrook Station Radiological Emergency Plan Appendix

Additional Resources

- [Ready – Nuclear Power Plants](#)
- [NH Department of Health and Human Services – Radiological Health](#)
- [NH HSEM – Radiological Emergency Preparedness](#)
- [NH Alerts](#)

Structural Fire Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from a confirmed or suspected structural fire that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

Scope

The structural fire 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*.
- Immediately notify school facilities personnel of potential need to respond.
- Advise staff to stay alert for any of the warning signs of medical problems that may arise from smoke inhalation or burns.

Related Functional Annexes and Appendices

- Evacuation Functional Annex
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [NH Division of Fire Safety – Bureau of Safety & Construction – School Inspection Program](#)
- [National Fire Protection Association](#)

Threat Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from a threat that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

Scope

The threat 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Consider implementing any of the tasks outlined in the [New Hampshire Bomb Threat Response Guidance](#) document.

Related Functional Annexes and Appendices

- Evacuation Functional Annex
- Shelter-In-Place Functional Annex
- Scan Functional Annex
- Reunification Plan Appendix
- Behavioral Health Appendix

Additional Resources

- [New Hampshire Bomb Threat Response Guidance](#)
- Cybersecurity & Infrastructure Security Agency – What to Do – Bomb Threat
 - [What to do – bomb threat](#)
 - [Procedures Checklist](#) (printable)

Tornado Annex

Purpose

Activated when it is necessary to protect staff and students from a confirmed or suspected tornado that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

The National Weather Service (NWS) issues two types of information as it relates to tornadoes:

- *Tornado Watch:* Tornadoes are possible in and near the watch area. Review and discuss your emergency plans and check supplies and your safe room. Be ready to act quickly if a warning is issued or you suspect a tornado is approaching. Acting early helps to save lives! Watches are issued by the Storm Prediction Center for counties where tornadoes may occur. The watch area is typically large, covering numerous counties or even states. ***Be Prepared!***
- *Tornado Warning:* A tornado has been sighted or indicated by weather radar. There is imminent danger to life and property. Move to an interior room on the lowest floor of a sturdy building. Avoid windows. If in a mobile home, a vehicle, or outdoors, move to the closest substantial shelter and protect yourself from flying debris. Warnings typically encompass a much smaller area (around the size of a city or small county) that may be impacted by a tornado identified by a forecaster on radar or by a trained spotter/law enforcement who is watching the storm. ***Take Action!***

Scope

The tornado 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Continue to monitor the National Weather Service, local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management NH Alerts.
 - Notify facilities staff and/or building supervisor of potential utility failure(s)
- Stay safe during and after the tornado by looking for hazards, such as damage to the building and grounds, leaking utility lines, or downed power lines.

Notice of Impending Tornado:

- Monitor the National Weather System alerts or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management's NH Alerts.
 - All staff can sign up for this free system by visiting this [webpage](#).

- The school and/or SAU administration should collaborate with transportation officials on whether to delay, cancel, or conduct an early release of the school upon notice of impending extreme temperatures.
 - Transportation officials will notify bus drivers about weather related changes to the impacted school.
 - School officials will notify parents utilizing a mass notification system about the decision made of altering school times or cancellation.
- It is encouraged to make early decisions about impending extreme temperatures to avoid the need for evacuating during an event with teachers, students, and other occupants in the school building.

Related Functional Annexes and Appendices

- Reverse Evacuation Functional Annex
- Evacuation Functional Annex
- Scan Functional Annex
- Drop, Cover and Hold Functional Annex
- Behavioral Health Appendix
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [National Weather Service - Tornadoes](#)
- [NOAA / National Weather Service – Storm Prediction Center](#)
- [NOAA National Severe Storms Laboratory – Severe Weather 101 - Tornadoes](#)
- [Ready - Tornadoes](#)
- [NH Alerts](#)

Wildfire Annex

Purpose

Activated when it is necessary to protect students, staff, faculty, and other building occupants from a confirmed or suspected wildfire that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

The National Weather Service (NWS) issues three types of information as it relates to wildfires:

- **Red Flag Warning:** Be extremely careful with open flames. NWS issues a Red Flag Warning, in conjunction with land management agencies, to alert land managers to an ongoing or imminent critical fire weather pattern. NWS issues a Red Flag Warning when fire conditions are ongoing or expected to occur shortly. **Take Action!**
- **Fire Weather Watch:** A Watch alerts land managers and the public that upcoming weather conditions could result in extensive wildland fire occurrence or extreme fire behavior. A watch means critical fire weather conditions are possible but not imminent or occurring. **Be Prepared!**
- **Extreme Fire Behavior:** This alert implies a wildfire likely to rage out of control. It is often hard to predict these fires because such they behave erratically, sometimes dangerously. One or more of the following criteria must be met:
 - Moving fast: High rate of spread
 - Prolific crowning and/or spotting
 - Presence of fire whirls
 - Strong convection column

Scope

The wildfire 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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee*
- Continue to monitor the National Weather Service, local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management's NH Alerts.
- Notify facilities staff and/or building supervisor of potential utility failure(s).
- Stay safe during and after the wildfire by looking for hazards, such as damage to the building and grounds, leaking utility lines, or downed power lines.

- Advise staff to stay alert for any of the warning signs of medical problems that may arise from smoke inhalation or burns.

Related Functional Annexes and Appendices

- Reverse Evacuation Functional Annex
- Evacuation Functional Annex
- Scan Functional Annex
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [National Weather Service – Wildfire Weather Safety](#)
- [NH Forest and Lands – Daily Fire Danger](#)
- [Ready – Wildfires](#)
- [SmokeyBear.com](#)
- [NH Alerts](#)

Winter Storm Annex

Purpose

Activated when it is necessary to protect staff and students from winter storms that may have lasting effects on the school and the community. Life safety is the main consideration for all decisions.

The NWS five types of information as it relates to impending winter storms:

- *Blizzard Warnings*: NWS issues a blizzard warning for frequent gusts greater than or equal to 35 mph accompanied by falling and/or blowing snow, frequently reducing visibility to less than 1/4 mile for three hours or more. A Blizzard Warning means severe winter weather conditions are expected or occurring. Falling and blowing snow with strong winds and poor visibilities are likely, leading to whiteout conditions making travel extremely difficult. Do not travel. If you must travel, have a winter survival kit with you. If you get stranded, stay with your vehicle and wait for help to arrive. **Take Action!**
- *Winter Storm Warnings*: NWS issues a winter storm warning for a significant winter weather event including snow, ice, sleet or blowing snow or a combination of these hazards. Travel will become difficult or impossible in some situations. Delay your travel plans until conditions improve. **Take Action!**
- *Ice Storm Warnings*: NWS issues ice storm warnings for ice accumulation of around 1/4 inch or more. This amount of ice accumulation will make travel dangerous or impossible and likely lead to snapped power lines and falling tree branches. Travel is strongly discouraged. **Take Action!**
- *Winter Storm Watches*: NWS issues winter storm watches for when conditions are favorable for a significant winter storm event (heavy sleet, heavy snow, ice storm, heavy snow and blowing snow or a combination of events.) **Be Prepared!**
- *Winter Weather Advisories*: NWS issues winter weather advisories when snow, blowing snow, ice, sleet, or a combination of these wintry elements is expected but conditions should not be hazardous enough to meet warning criteria. Be prepared for winter driving conditions and possible travel difficulties. Use caution when driving. **Be Aware!**

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.

Specialized Procedures

The following procedures will be implemented by staff when directed or when deemed appropriate or necessary by the situation:

School Administration/Incident Command

- Implement duties listed in *Section 4: Organization and Assignments of Responsibilities – Principal or designee.*
- Review steps within the section below titled “Notice of Impending Winter Storm.”

- Continue to monitor the National Weather Service, local media outlets, and/or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management's NH Alerts.
 - Notify facilities staff and/or building supervisor of potential utility failure(s).
- Advise staff to stay alert for any of the warning signs of medical problems that may arise from extended exposure to winter storm conditions.

Notice of Impending Winter Storm Incident:

- Monitor the National Weather System alerts or notifications from the State of New Hampshire Division of Homeland Security and Emergency Management's NH Alerts.
 - All staff can sign up for this free system by visiting this [webpage](#).
- SAU administration should collaborate with transportation officials on whether to delay, cancel, or conduct an early release of schools upon notice of impending winter weather.
 - Transportation officials will notify bus drivers about weather related changes to the impacted school.
 - School officials will notify parents utilizing a mass notification system about the decision made of altering school times or cancellation.
- It is encouraged to make early decisions about impending weather storms to avoid the need for evacuating during an event with teachers, students, and other occupants in the school building.

Related Functional Annexes and Appendices

- Evacuation Functional Annex
- Behavioral Health Appendix
- Communication Plan Appendix
- Reunification Plan Appendix

Additional Resources

- [Ready – Power Outages](#)
- [Ready – Winter Weather](#)
- [National Weather Service - Winter](#)
- [National Weather Service – Local Station – Gray, Maine](#)
- [NH Alerts](#)

Appendix A: Supporting Plans and Documentation

Reunification Plan

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 the School if an emergency situation occurs that warrants evacuating and/or closing the School early.

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

Situation and Assumptions

Situation

- There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the School 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.

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.

Concept of Operations

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.

The School must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.

The School student/parent reunification team members will be located in three areas:

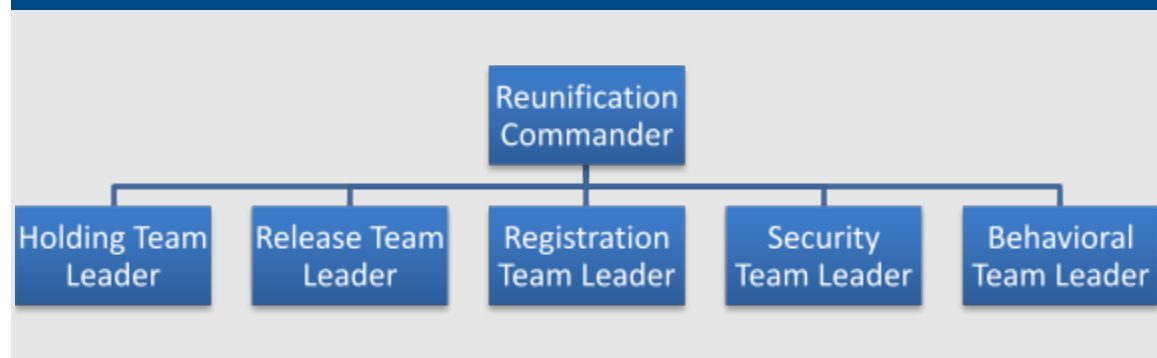
- The first area, the Holding Area, which will be where students can wait for their parents/guardians.
- The second area is the Registration Area where parents/guardians fill out reunification documentation and provide identification.
- The third area is the student Reunification Gate where parents/guardians, will be escorted to and reunified with their student.

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.

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.

The team will consist of a Reunification Commander, Holding Officer, Release Gate Officer, Parent Registration Officer, Security Officer and Behavioral Health Officer.

Reunification Command Structure



- 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.
- 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.

- **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.
- **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.
- **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.

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.

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: injury, arrest, witness, death, etc. The staff member will:

- Provide available information regarding the child in a sensitive way.
- Assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- 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.
- Assist the parent/guardian with their trauma.
- Make available to the parent/guardian means for communicating with other family members and supporters.
- Shelter the parent/guardian from media representatives.

End-of-Day Activities

- 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.

- 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.
- 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.

Student/Parent Reunification Decisions

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.

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.

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.

Warning & Public Information

- The Incident Commander/school leadership will normally arrange for dissemination of information on the reunification process.
- 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.
- Reunification Notification
 - Reunification notification should be disseminated through all available warning systems.
- Emergency Public Information
 - 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.
 - The Public Information Officer (PIO) will insure that such information is provided to the media on a timely basis for further dissemination to the public.
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired.
- Additional instructions for reunification may include information on the location of Holding Area, and specific traffic routes.
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen.

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.

Agencies Responsibilities

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.

The Fire Service:

- 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.

The Public Information Officer (PIO):

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

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.

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.

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**.

Administration and Support

Reporting:

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

Activity Logs:

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

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.

Post Incident Review:

- For reunifications, the School 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.

Exercises:

- Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the School.

Annex Development and Maintenance

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

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

Overview of Operations

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, asking the parents/guardians to complete the first section while they are in line (this will require clipboards 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.

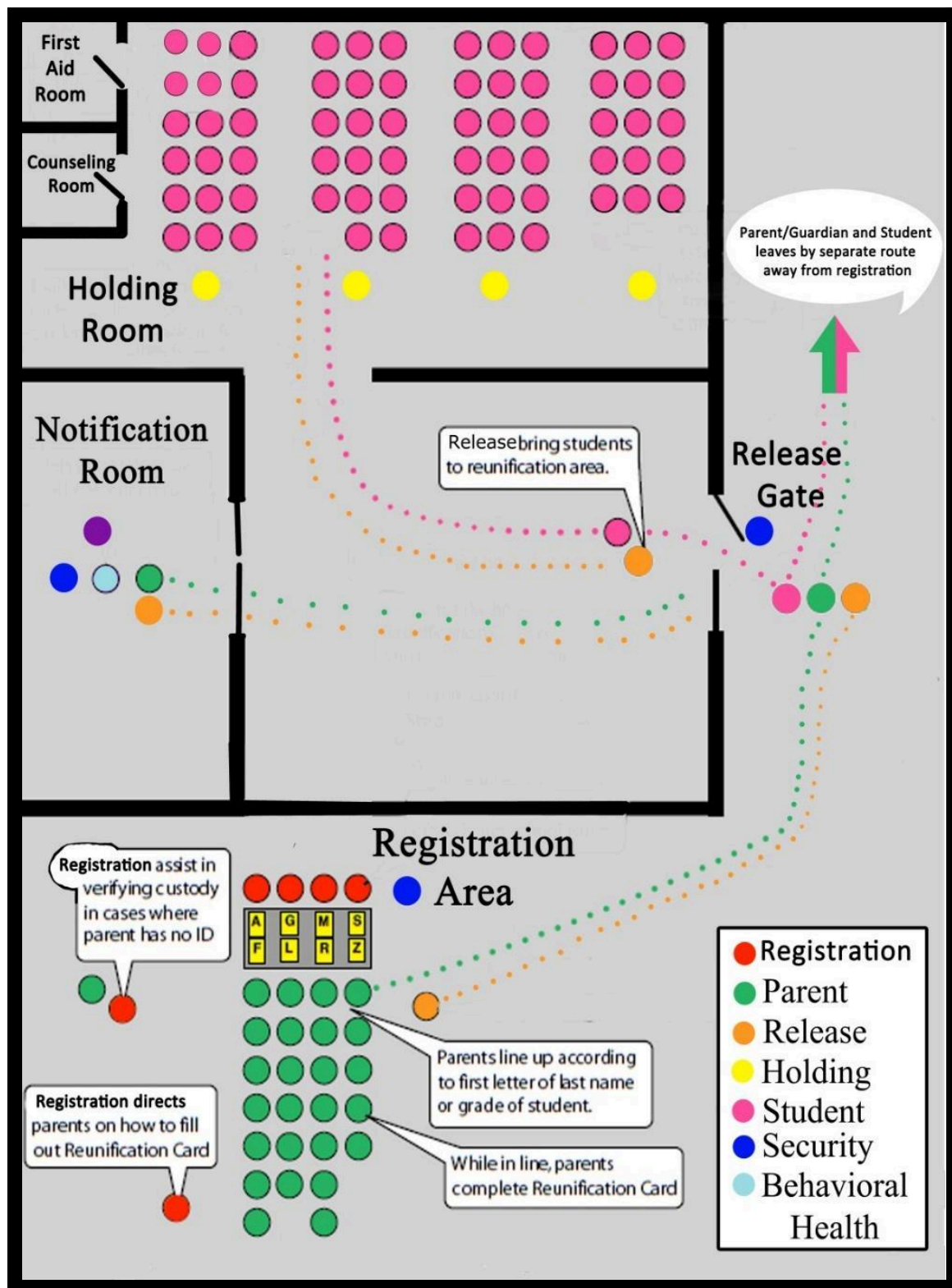
When the registrar has confirmed that the parent/guardian is authorized to pick up the student, the registrar will then complete the second section of the Student Release Form and hand it to a member of the Release Team.

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.

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: _____
---	---

2

Completed by Registration	Name on Release Form? (circle one) Yes No Photo ID/Driver's License Checked ☐ or ok to verify at release gate by student _____ ☐ Emergency Form / Section 1 Checked by (Staff Only) _____
--------------------------------------	--

3

Completed by Holding Area Staff	Student Status: _____ Name release member _____ Absent _____ _____ First Aid _____ Missing Other _____ Notes: _____
--	---

4

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 ☐ or verified as in Section 2 above by student _____ ☐ Name _____ of _____ Release Gate _____ Personnel (signature) _____
---	---

5 *Parent – Parent/Guardian Completes the Following:

Completed by Parent /Guardian at Release Gate	Parent/Guardian Signature _____
	Destination/Phone _____
	Address /directions (if needed)_____
	Time : _____ Date _____

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 Operations Center

CHECK OFF	ACTION
	Approve release of warnings, instructions, and other emergency public information relating to reunification
	Request the Town/City EOC to open a shelter or mass care facilities, if needed
	Will set up a SAU/School EOC to provide needed resources to the Reunification Site
	Activate the student/parent Reunification Team
	Will activate Public Information Officer
	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
	Identify risk areas in the vicinity of the incident site and determine protective actions for people in those risk areas
	If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned
	Activate the student/family Reunification Team to coordinate the reunification process
	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
	Will request from SAU the Reunification Team

Job Action Sheet

Reunification Commander

CHECK OFF	ACTION
	Direct all Reunification Team members
	Interact with the Incident Commander to identify problems and report status
	Refer all outside requests for information to the Public Information Officer
	Assign competent personnel in key management positions ● Release Team Leader ● Holding Team Leader ● Registration Team Leader ● Security Team Leader ● Behavioral Health Team Leader
	Fill out and conduct with Management Team periodic Incident Briefings using ICS 201 form
	Assign additional staff to team leaders when requested
	Check for needed supplies, such as food, bottled water, entertainment supplies for students, pens, pencils, clipboards, etc.
	Make sure that all documentation is at the Reunification Site ● Daily student roster ● Parent/guardian documentation, permission to pick up student ● Student Release Forms
	Maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations
	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
	Will follow directions from Reunification Commander
	Interact with the Reunification Commander to identify problems and report status
	Direct Holding Area team members
	Request from Reunification Commander additional personnel when needed
	Will make sure all student parent/guardian documentation is at registration
	Make sure that there are available needed quantities of clipboards, pens, and forms available at the site
	Make sure Staff: ● Greet parents/guardians ● Have parents/guardians fill out registration forms ● Check parent/guardian identification making sure the forms are correctly filled out ● Checks parent's/guardian's identification making sure the forms are correctly filled out ● Notify Holding Officer and Release Officer of student to be escorted to pick up area ● Providing reassurance to parents/guardians ● Maintains order ● Notify Release Team members to bring students to the release point

Job Action Sheet

Release Team Leader

CHECK OFF	ACTION
	Will follow directions from Reunification Commander
	Direct Release Team members
	Request from Reunification Commander additional personnel when needed
	Review all policies and procedures for reunification
	Coordinate staffing for the Notification Room
	Staff the release areas
	Staff will be instructed as to: ● How to supervise the release gate site ● Escort parents/guardians to release gate ● Escort parents/guardians to Notification Room ● Escort student to release gate ● Supervise releasing of students to their parents/guardians.
	Coordinate transport of students whose parents/guardians are unable to pick up their child
	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
	Will follow directions from Reunification Commander
	Direct Holding Area Team members
	Request from Reunification Commander additional personnel when needed
	Responsible for accountability of students
	Make sure that morning attendance documentation is at site
	Report missing persons to the Incident Commander
	Request from the Reunification Commander food and drinks at the site if needed
	Communicate with Reunification Commander regarding number of students remaining in Holding Area
	Interact with the reunification Commander to identify problems and report status
	Collect the Injury and Missing Person's Report (Form D, Appendix A) from the team members and make them readily available to the Incident Commander
	Make sure Staff: ● Maintain order ● Obtain reports of missing students ● Interact with the Holding Area Team Leader ● Verify release information when a student is requested ● Assist the Release Team

Communication Plan

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.

Scope

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

Responsibilities

To implement the communications procedures all staff will be trained on the communications procedures in this annex.

Specialized Procedures

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.

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. It 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.

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.

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.

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 meetings 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.
- Inform 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.

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 on 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.

Behavioral Health Plan Appendix

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.

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 School 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.

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,

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).
- 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 among 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 is reminded of their assigned roles and can 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 social media 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.

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.

References

- Adapted from the FEMA Sample School Emergency Operations Plan, November 2013
<https://www.fema.gov/sites/default/files/2020-07/guide-developing-school-emergency-operations-plans.pdf>
- Disaster Behavioral Health Team, New Hampshire Department of Health and Human Services <https://www.dhhs.nh.gov/disaster-behavioral-health>
 - DBHRT Coordinator for Behavioral Health – Jennifer Schirmer, LCMHC NCC CCTP
Office: (603) 271-9454
Cell: (603) 419-0074
Email: jennifer.l.schirmer@dhhs.nh.gov
 - “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
 - <https://schoolsafetyresources.nh.gov/responding-to-critical-incident-in-schools-a-behavioral-health-plan-nh-dhhs-november-2021/>

Security Plan

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.

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.

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.

Specialized Responsibilities

- All faculty and staff should be trained to provide initial security for their students and visitors. This will include activities surround three capabilities: surveillance, access control and emergency alerting.
 - Specific responsibilities may include monitoring ingress and egress doors, ensuring access control points are secured, monitoring video surveillance, and ensuring “E9-1-1” or local law enforcement has been contacted as appropriate.

Appendix B: Department/ Agency Providing Emergency Support – Contact List

Wendy Kozak, Executive Director

wkozak@ledyardcharterschool.org

603.727.4772

Grayson Savoie, Assistant Director

gsavoie@ledyardcharterschool.org

603.727.4772

Appendix C: Abbreviations and Acronyms

AAR	After Action Report
ADA	Americans with Disabilities Act
AFN	Access and Functional Needs
ARES	Amateur Radio Emergency Service
CBRNE	Chemical, Biological, Radiological, Nuclear and Explosive
CFR	Code of Federal Regulations
COG	Continuity of Government
COOP	Continuity of Operations
CPG	Comprehensive Preparedness Guide
CY	Calendar Year
DES	NH Department of Environmental Services
DHS	Department of Homeland Security (Federal)
DOJ	Department of Justice (Federal)
EMAC	Emergency Management Assistance Compact
EMAP	Emergency Management Accreditation Program
EMD	Emergency Management Director
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
EPZ	Emergency Planning Zone
ERP	Emergency Response Plan
FEMA	Federal Emergency Management Agency
FOG	Field Operating Guide
HAZMAT	Hazardous Materials
HSEEP	Homeland Security Exercise and Evaluation Program
HSEM	Homeland Security and Emergency Management (NH)
IA	Individual Assistance
IAP	Incident Action Plan
ICP	Incident Command Post
ICS	Incident Command System
IEMAC	International Emergency Management Assistance Compact
IAEM	International Association of Emergency Managers
IND	Improvised Nuclear Device
IP	Improvement Plan
IT	Information Technology
JIC	Joint Information Center
LEOC	Local Emergency Operations Center
LEOP	Local Emergency Operations Plan
LOA	Letter of Agreement
MAC	Mission Assignment Coordinator
MACC	Multi-Agency Coordination Center
MOU	Memorandum of Understanding

NFIP	National Flood Insurance Program
NGO	Non-governmental Organizations
NOC	National Operations Center
NRC	Nuclear Regulatory Commission
PA	Public Assistance
PDD	Presidential Disaster Declaration
POC	Point of Contact
RSA	Revised Statutes Annotated
SAR	Search and Rescue
SOG	Standard Operating Guidelines
SOP	Standard Operating Procedures
WMD	Weapons of Mass Destruction

Appendix D: Glossary

After Action Report/Improvement Plan – The main product of the Evaluation and Improvement Planning process. The After Action Report is a report that captures observations of an exercise, incident, or event and makes recommendations for post-exercise improvements; and an Improvement Plan identifies specific corrective actions, assigns them to responsible parties, and establishes targets for completion.

Continuity of Government – A coordinated effort within the State Executive branch to ensure that essential functions continue to be performed during a catastrophic incident.

Continuity of Operations – Capability to continue essential program functions and to preserve essential processes, positions, lines of succession, applications and records, communications, and facilities across a broad range of potential incidents.

Disaster/Emergency – **Any** natural, technological, or human-caused event that causes sufficient damage to life and property. Disaster and emergency are used interchangeably whenever a situation calls for a crisis response; however, emergencies can be handled with resources routinely available to the community. A disaster calls for a response that exceeds local capabilities.

Drill – A supervised instruction period designed to test, develop, and maintain skills in a particular operation, as well as to provide a means to correct deficiencies identified in other drills or exercises.

Emergency Management Director – The individual who is directly responsible on a day-to-day basis for the jurisdiction's effort to develop a capability for coordinated response and recovery from the effects of disaster, pursuant to NH RSA 21-P:39, I-IV.

Functional Support Agency – A functional area of response activity established to facilitate the delivery of local, state, or federal assistance required during the immediate response phase of a disaster to save lives, protect property and public health, and to maintain public safety.

Essential Program Function – Activities that enable an agency, department, organization, or individual to carry out response actions, provide vital services, protect the safety and well-being of the citizens of the program’s jurisdiction, and maintain the economic base.

Evacuation – Relocation of civilian population to safe areas when disaster, emergencies or threats thereof necessitate such action.

Exercise – A controlled event that tests the integrated capability and a major portion of the basic elements existing within emergency plans and organizations.

Governor’s Authorized Representative (GAR) – The representative of the Governor (usually the HSEM Director) who coordinates the state response and recovery activities with those of the Federal Government.

Hazard – Any situation that has the potential for causing damage to life, property, and the environment.

Hazardous Material – A material (flammable, poisonous, corrosive, etc.) that would be a danger to life, property, or the environment, if released without precautions.

Incident Action Plan – The plan that is usually prepared at the beginning of each operational period that contains general control objectives reflecting the overall operational strategy and specific action plans for the next operational period.

Incident Objectives – A statement of strategies and tactical directions for resources. Must be realistic based on available resources, achievable, measurable and yet flexible enough to allow for changes in the situation.

Mitigation – The activities designed to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of a disaster. Mitigation involves ongoing actions to reduce exposure to, probability of, or potential loss from hazards and includes long-term activities that lessen the undesirable effects of unavoidable hazards or reduce the degree of hazard risk.

Preparedness – The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, mitigate, respond to, and recover from incidents. Preparedness is a continuous process.

Prevention – Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property such as identifying and applying intelligence and other information to a range of activities. These countermeasures may include

deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators.

Recovery – Activity involves assistance to return the community to normal or near-normal conditions. Short-term recovery returns vital life-support systems to minimum operating standards. Long-term recovery may continue for a number of years after a disaster and seeks to return life to normal or improved levels.

Response – Actions that occur immediately before, during, or directly after an emergency or disaster. This includes lifesaving actions such as the activation of warning systems, staffing EOCs, implementation of shelter or evacuation plans and search and rescue.

Unified Command – A team that allows all agencies (with geographical or functional responsibility for the incident) to co-manage an incident through a common set of objectives and strategies. Agencies' accountability, responsibilities, and authorities remain intact.