

**Developing Emergency Operations Plans**

**Interactive Workbook**

***K-12 Training Companion***

# Worksheet 1: Core Planning Team Members

| Name | Title | Organization | Contact | Stakeholder Group |
| --- | --- | --- | --- | --- |
|  |  |  |  | District Staff |
|  |  |  |  | District Staff |
|  |  |  |  | School Staff |
|  |  |  |  | School Staff |
|  |  |  |  | School Staff |
|  |  |  |  | Emergency Response |
|  |  |  |  | Emergency Response |
|  |  |  |  | Emergency Response |
|  |  |  |  | Community Organization |
|  |  |  |  | Community Organization |
|  |  |  |  | Community Organization |
|  |  |  |  |  |
|  |  |  |  |  |

Questions to consider:

Who on your own staff (teachers or admin) could provide valuable input for a high-quality EOP?

Who, at the district level, should be included in coordinating your EOP planning process?

Who are your emergency response partners?

What community groups could you call on for planning input or aid during an emergency?

# Worksheet 2: Threats and Hazards

| All Possible Threats and Hazards | Probability4. Highly likely3. Likely2. Possible1. Unlikely | Magnitude4. Catastrophic3. Critical2. Limited1. Negligible | Warning4. Minimal3. 6-12 hrs.2. 12-24 hrs.1. 24+ hrs. | Risk PriorityHighMediumLow | Address in the School EOP?(Check/Uncheck) |
| --- | --- | --- | --- | --- | --- |
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# Worksheet 3: Functional Annex Check

|  |
| --- |
| **Functions Addressed in Threat- and Hazard-Specific Annexes** |
| [ ]  Evacuation | [ ]  Family Reunification |
| [ ]  Lockdown | [ ]  Continuity of Operations (COOP) |
| [ ]  Lockout/Secure | [ ]  Communications and Warning |
| [ ]  Shelter in Place | [ ]  Public Health, Medical, and Mental health |
| [ ]  Hold | [ ]  Other: |

\*In the Standard Response Protocols developed by the I Love U Guys foundation, the Lockout annex and drill is called “Secure” instead of “Lockout”. Whichever language your district uses, be sure it is standard for all schools and that local emergency responders also know the terms you use for which responses.

## Purpose, Scope, Situation Overview, and Assumptions (Worksheet 4)

### Purpose

What is this plan supposed to do and what is included in it (annexes/threats covered)?

### Scope

Who, or what region, does this cover? Include who may be involved, such as emergency responders or other outside entities.

### Situation Overview

This is section answers the questions that pertain to what the environment and situation looks like. Basically, this section should include the reason(s) this plan exists for the very safety and security concerns that require an EOP.

### Planning Assumptions

Just as the name implies. The planning assumptions are those that the planning team assumes about the plan and the threats the plan is supposed to address. This section may not be needed for most plans, and most plans should probably not rely on assumptions. However, if you have particular concerns or considerations about things or people acting or behaving in a particular manner during an emergency, then put those assumptions here: “We know that historically our strongest winds come from the west which typically pushes wildfires to the east. Because of this, our primary evacuation routes will be to the east.”

## Concept of Operations (CONOPS) (Worksheet 5)

The concept of operations should be a brief overview of how the organization responds to any given emergency. This is not a detailed plan. Just the expected direction of a response. Don’t skip this one.

* Who initiates the school’s response in the event of an emergency?
* What external agencies might the school coordinate with and how is that done?
* Identify any external agency plans (county or local EOPs) that may overlap or coincide with the school plan and explain how those plans affect the school plan.
* Address how the school accommodates persons with disabilities during the course of an emergency response.
* Explain the primary purpose of actions taken before an emergency are to prevent, protect and mitigate an emergency or the effects of an emergency.
* Explain the purpose of response and recovery for during and after an emergency.

## Organization and Assignment of Responsibilities (Worksheet 6)

You may have addressed who does what in the scope or concept of operations sections. However, this section should clearly address who is who and who does what. A table might work well here. This is also a great place to identify your Incident Command System roles and responsibilities. Remember to use titles/job positions first when assigning responsibilities in order to cover any staffing changes during the year.

## Direction, Control, and Coordination (Worksheet 7)

For additional specificity, this section should cover the ICS command structure and any other coordinating information such as how you will coordinate and cooperate with emergency responders. Consider this the “Coordinating Instruction” section of the EOP. Coordinate with your local sheriff’s office, fire chief, local health authority and local emergency manager to help fill this one out. Remember to use titles/job positions first when assigning responsibilities in order to cover any staffing changes during the year.

## Information Collection, Analysis, and Dissemination (Worksheet 8)

This section, while routinely relevant (and routine), may not necessarily require a dedicated written section. Skip this one unless there is any directly pertinent process by which information is collected, analyzed or disseminated that may be particularly unique or important in a given school district or school—think: state or local reporting requirements.

## Training and Exercises (Worksheet 9)

What routine training or exercises will the school conduct that support this plan? For Oregon, this piece should include references to ORS 336.071 which mandates specific drills and exercises that are required of schools, both monthly and annually.

## Administration, Finance, and Logistics (Worksheet 10)

The size of the school or organization will determine this sections relevance. A smaller school (a dozen to a couple hundred students at most) may not consider this a complex enough issue to commit to writing. However, a larger school or organization may want to address the administrative, financial and logistical processes which may need to change during an emergency response. Consider the continuity of administrative records (academic and personnel); Financial continuity (how are the bills being paid?); and how the organization stays supplied and functional (think food, water and even routine school supplies in the event of a protracted disaster).

## Plan Development and Maintenance (Worksheet 11)

“This plan will be maintained and developed by…” Probably not something that needs to be written out. However, larger organizations may benefit from this section for continuity. Address stakeholders in the planning process and how the plan is developed in the case of more complex plans or communities. You should be constantly working out this plan and reviewing it regularly. FEMA recommends that communities revisit their assessed risks every three years. This might also be a good time to revisit an EOP and update accordingly.

## Authorities and References (Worksheet 12)

Identify the laws and regulations that may be supported by the implementation of this plan. See section #7 about Oregon state requirements (ORS 336.071). Also address the person (title or job position) responsible or identify the positions which may have approval authority for this plan.

# Worksheets 13–23: Functional Annexes

## Evacuation (Worksheet 13)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Lockdown (Worksheet 14)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Lockout/Secure (Worksheet 15)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Shelter-in-Place (Worksheet 16)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Hold (Worksheet 17)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Family Reunification (Worksheet 18)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Continuity of Operations (Worksheet 19)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Communications and Warning (Worksheet 20)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Public Health, Medical and Mental Health (Worksheet 21)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Other: (Worksheet 22)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## Other: (Worksheet 23)

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| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

# Worksheets 24–32: Threat- and Hazard-Specific Annexes

## [Insert Name of Threat/Hazard 1] (Worksheet 24)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 2] (Worksheet 25)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 3] (Worksheet 26)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 4] (Worksheet 27)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 5] (Worksheet 28)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 6] (Worksheet 29)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 7] (Worksheet 30)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 8] (Worksheet 31)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
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| Objective(s): |  |
| Courses of Action: |  |

## [Insert Name of Threat/Hazard 9] (Worksheet 32)

|  |  |
| --- | --- |
| BEFORE |  |
| Goal: |  |
| Objective(s): |  |
| Courses of Action: |  |
| DURING |  |
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| Objective(s): |  |
| Courses of Action: |  |
| AFTER |  |
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| Objective(s): |  |
| Courses of Action: |  |