

**IOWA DEPARTMENT OF EDUCATION  
EMERGENCY OPERATIONS  
PLANNING INITIATIVE**

**TIPS AND STRATEGIES FOR  
PLANNING**

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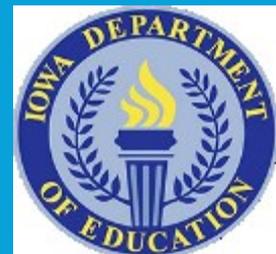
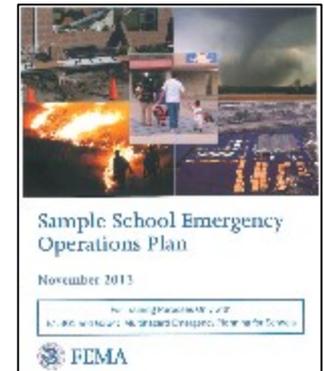
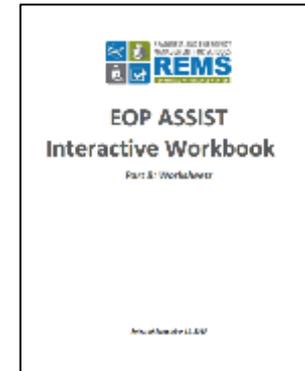
**FEB. 19, 2016**



# EMERGENCY OPERATIONS PLANNING TEMPLATE

## Developed using:

- Information from the Fall 2015 Workshops
- Nationally recognized best-practices
- FEMA Sample School EOP
- REMS EOP Assist Interactive Workbook (Sept 2015)
- Guide for Developing High-Quality Emergency Operations Plans

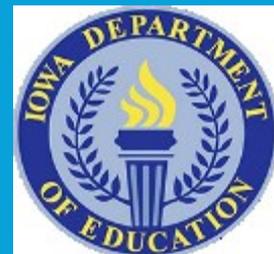


# USING THE TEMPLATE

*The text in italics provides additional information or instructions on how to complete the associated section of the plan.*

The regular text is provided as sample language to assist your planning team in better understanding the type of information needed in each section.

DISTRICT NAME
Emergency Operations Plan
Date
List the schools covered by the plan



# USING THE TEMPLATE

You are free to use the language provided, but I must **strongly** stress that simply inserting your district's name in place of bold text will not result in a truly comprehensive plan, nor will it accurately reflect a plan specific to your district.

This should be a collaborative process focused on the needs of the district and school sites.

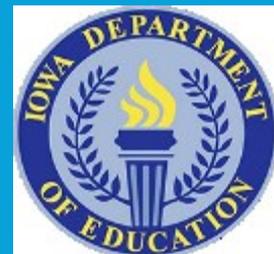


# SUGGESTED STRATEGIES

Since the workshop:

1. Selected your core planning team
2. Completed the online ICS 100 for Schools course ([training.fema.gov](http://training.fema.gov))
3. Identified the threats and hazards to be addressed in the plan
4. Determined the functional annexes

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-caused Threats
<ul style="list-style-type: none"> <li>➤ Earthquakes</li> <li>➤ Tornadoes</li> <li>➤ Lightning</li> <li>➤ Severe wind</li> <li>➤ Hurricanes</li> <li>➤ Floods</li> <li>➤ Wildfires</li> <li>➤ Extreme Temperatures</li> <li>➤ Landslides or mudslides</li> <li>➤ Tsunamis</li> <li>➤ Volcanic eruptions</li> <li>➤ Winter precipitation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explosions or accidental release of toxins from industrial plants</li> <li>➤ Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills</li> <li>➤ Hazardous materials releases from major highways or railroads</li> <li>➤ Radiological releases from nuclear power stations</li> <li>➤ Dam failure</li> <li>➤ Power failure</li> <li>➤ Water failure</li> </ul>	<ul style="list-style-type: none"> <li>➤ Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis</li> <li>➤ Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i></li> <li>➤ Toxic materials present in school laboratories</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fire</li> <li>➤ Active shooters</li> <li>➤ Criminal threats or actions</li> <li>➤ Gang violence</li> <li>➤ Bomb threats</li> <li>➤ Domestic violence and abuse</li> <li>➤ Cyber attacks</li> <li>➤ Suicide</li> </ul>



# THREAT ASSESSMENT MATRIX

THREAT ASSESSMENT MATRIX					
Threats and Hazards	Probability	Magnitude	Warning	Duration	Risk Priority
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	High Medium Low
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	High Medium Low
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# FUNCTIONAL ANNEXES

Communications and Warning

Evacuation

Lockdown

Shelter-in-Place

Accounting for All Persons

Family Reunification

Security

Continuity of Operations

Recovery

Health: Public, Medical, and Mental



# **SUGGESTED STRATEGIES FOR MOVING FORWARD**



# SUGGESTED STRATEGIES

Review the template language. Modify the template to meet the actual resources and capabilities of the district and your community.

With your planning team:

1. Read each section out loud
2. Does the language reflect the district plan, structure, and/or resources? If not, modify.
3. Does the language integrate into the county plans and the plans of other response entities?
4. What is missing from the text provided?
5. Are the necessary team members present?



# SUGGESTED STRATEGIES

## Have each school complete Section 4

May be completed by having each school complete the Site Overview form.

- Available on the DE website

Provides a profile of the whole district and improves understanding of the resources needed in an emergency.

- All students
- All settings
- All situations



# SUGGESTED STRATEGIES

## Section 4

### 4.1.1 Profile the school population

- Teachers
- Students
- Support staff
- Custodial
- Transportation staff
- Instructional aids

### Identify access and functional needs

- Disabilities
- Mobility issues
- Medically fragile



# SUGGESTED STRATEGIES

## Section 4

### 4.1.2 Building Information

- Describe the building grounds.
- Provide maps of each building including relevant structures and routes.
  - See the Site Information worksheet provided in the DE website
- Describe the public address system



# SUGGESTED STRATEGIES

## Section 4

### 4.1.3 Geographical Issues

*This section should identify any geographic features in the area that pose an increased threat or may impact response efforts such as proximity to water, power plants, railroad, chemical plants, etc. This should also include information regarding estimated EMS response time.*



# SUGGESTED STRATEGIES

## Section 4

### 4.1.4 Assessments

- Threat/Hazard Assessments
- Behavioral Assessments
- Site Assessments (HSEMD)



# SECTION 4 FORM

**Available on the DE Website**

**[educateiowa.gov](http://educateiowa.gov)**

**A-Z Index – School Safety or Safety, Schools**



# SUGGESTED STRATEGIES

Begin developing/modifying annexes



# FIVE PREPAREDNESS MISSIONS



an incident or  
emergency



# ANNEXES – START WITH WHAT YOU KNOW

## Fire Annex

### Before

Prevent a fire from occurring on school grounds

### During

Protect all persons from injury and property damage by the fire

### After

Provide necessary medical attention to those in need

## Evacuation Annex

### Before

Ensure all persons are aware of how to exit the building

### During

Protect all persons from injury as they exit the premises

### After

Account for all students and provide medical attention to those in need



# ANNEXES

“Before” Goals and Objectives

**Build prevention into your plan**



# ANNEXES

During

**Reflect resources and capabilities**



# ANNEXES

After

Focus on recovery from beginning to end



# DEVELOPING ANNEXES

Begin with the flip charts and divide the actions into “before, during, and after” categories. (Available on the DE website)

1. What are you trying to achieve? What is your goal? What objectives support these goals?
2. Do the actions support the goals and objectives?
3. Do the items reflect your actual resources and capabilities?
4. What is missing?



# SUGGESTED STRATEGIES

## PHASE ONE

1. Form your core planning team and identify auxiliary members
2. Have team members complete the IC 100 for Schools course ([training.fema.gov](http://training.fema.gov))
3. Identified the threats and hazards to be addressed in the plan
4. Determined the functional annexes needed to support the identified threats and hazards
5. Have schools complete the Section 4 form



# SUGGESTED STRATEGIES

## PHASE TWO

1. Begin reviewing sections of the EOP Planning Template with your team. (This may require auxiliary team members)
  - Determine the language that best reflects the district actions, structure, and/or resources?
  - Make sure the language integrates into the county plans and the plans of other response entities?
  - Determine what information is missing from and who can best provide that information.
2. Begin drafting your EOP into the EOP Assist Workbook or EOP Assist using this process. (Available on the DE website)



# DEPARTMENT OF EDUCATION WEBSITE

Gary Schwartz, Ed. D  
Iowa Department of Education



# SPRING WORKSHOPS

All workshops will be held from 9am – noon

- March 31 Mississippi Bend AEA - 729 21st. St, Bettendorf
- April 1 Heartland AEA - 6500 Corporate Drive, Johnston
- April 4 Keystone AEA 1400 2nd St NW, Elkader
- April 5 AEA 267 - 3712 Cedar Heights Dr, Cedar Falls
- April 11 Grant Wood AEA - Linn County Emergency Management, 6301 Kirkwood Blvd, Cedar Rapids
- April 14 Green Hills AEA - 919 N. Chestnut, Avoca
- April 20 Great Prairie AEA - 2814 N. Court St., Ottumwa
- May 3 Northwest AEA - 1520 Morningside Ave, Sioux City
- May 4 Prairie Lakes AEA - 500 NE 6th St, Pocahontas



# UPCOMING WEBINARS

Feb 26<sup>th</sup> 10:00 am - Open Records Laws

Mary Gannon will discuss the issue of Open Record Laws and EOPs. What are considered “open records”? What are the exceptions? Are emergency operations plans open to the public?

March 11<sup>th</sup> 10:00 am - Reunification Planning

Sharon Hawa from the National Center for Missing & Exploited Children (NCMEC) will discuss the importance of disaster reunification planning and the implications for children who become separated from their parents and guardians in the aftermath of a disaster. She will also talk about the various disaster resources that NCMEC offers to support disaster-impacted states with the identification, location and reunification of children with their families.



# QUESTIONS?

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Webinar Ideas?  
Requests?

