Procedure: 7.2.1p1.
Emergency Operations Planning

Revised:	November 16, 2020; January 17, 2017; and November 7, 2013.
Last Reviewed:	March 19, 2024; April 11, 2023; September 17, 2022; November 16, 2020; and October 30, 2017.
Adopted:	October 3, 2001.

TCSG

I. PURPOSE:

The Emergency Operations Plan (EOP) mitigates the damage of potential events that could endanger the ability of a work unit or Technical College to function. Each work unit or Technical College shall develop, review, and submit, at least annually, an EOP to the System Office. An EOP must include measures that provide for the safety of employees, students, volunteers, visitors, vendors, and contractors, as well as property and facilities. It must also include provisions to assess the severity of an incident and implement steps to eliminate the problem. The President is directly responsible for implementing this procedure and shall provide sufficient resources, personnel, and administrative support to accomplish this end.

II. RELATED AUTHORITY: N/A

III. APPLICABILITY:

All work units and Technical Colleges are associated with the Technical College System of Georgia.

IV. DEFINITIONS:

All Hazards: Any incident or event, natural or human-caused, that requires an organized response by the public, private, and/or governmental entity to protect life, public health, and safety, values to be protected, and to minimize any disruption of governmental, social, and economic services.

Assessment (Threat or Hazard): The method for determining risk and the resources and issues to be addressed in the EOP. Assessments include but are not limited to site assessments, culture and climate assessments, behavioral threat assessments, and capacity assessments.

Drill: A drill is a coordinated, supervised activity usually employed to test a specific operation or function in a single agency.

Exercise: An exercise is designed to test, whether in a functional design or full scale, to evaluate individual capabilities, multiple functions or activities within a function, or interdependent groups of functions.

Incident Command System (ICS): A standardized on-scene emergency management concept specifically designed to allow its user(s) to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

Mitigation: The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.

National Incident Management System (NIMS): A systematic, proactive approach guiding government agencies at all levels, the private sector, and nongovernmental organizations to work seamlessly to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

National Response Framework (NRF): The NRF is a guide to how the Nation responds to all types of disasters and emergencies. It is built on scalable, flexible, and adaptable concepts identified in the National Incident Management System to align key roles and responsibilities across the Nation.

Presidential Policy Directive 8 (PPD-8): This directive orders the strengthening of the security and resilience of the United States through systematic preparation for the threats that pose the most significant risk to the security of the Nation, including acts of terrorism, cyber-attacks, pandemics, and catastrophic natural disasters.

Prevention: The capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Protection: The capabilities to secure against acts of terrorism and manufactured or natural disasters.

Response: The capabilities necessary to stabilize an emergency once it has already happened or is sure to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery: The capabilities necessary to restore a setting affected by an event or emergency.

Training: Training may consist of briefings to disseminate information about policy and/or procedures or hands-on training to provide performance-based skills.

Vulnerabilities: The characteristics which make a setting or individual more susceptible to identified threats or hazards.

V.ATTACHMENTS:
Attachment 3.4.1p1.a1 TCSG Emergency Operations Plan Template
Attachment 3.4.1p1a2 Emergency Operations Planning Resources

VI. PROCEDURE:

A. The President is directly responsible for implementing this procedure and shall provide sufficient resources, personnel, and administrative support to accomplish this end.

B. The EOP must be developed and implemented regarding the "Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education, June 2013" U.S. Department of Education et al. The protocol is as follows:

1. Recognize the Intent of the Emergency Operations Plan (EOP): The EOP intends to provide a planned and coordinated response in concert with local, state, and federal authorities to specific acts of violence, acts of terrorism, accidents, hazardous materials, as well as natural and manufactured disasters at all locations for which the work unit or Technical College is responsible.

2. Form a Collaborative Planning Team: The planning team should be small enough to permit close collaboration yet large enough to represent the work unit, Technical College community, and the broader community. It should also be large enough not to place an undue burden on any single individual. For example, the work unit or Technical College will assign a single individual to serve as the Emergency Operations Coordinator (EOC).

3. Understand the Situation: Identify possible threats and hazards, and assess the risk and vulnerabilities posed by those threats and hazards. This is typically performed through a threat and hazard identification and risk assessment process that collects information about threats and hazards and assigns values to risk to determine which threats or hazards the EOP should prioritize and subsequently address.

4. Develop Goals and Objectives: *Goals* are broad, general statements that indicate the desired outcome in response to the threat or hazard identified and/or prioritized. They are what personnel and other resources are to achieve. They help identify when significant activities are complete and what defines a successful outcome. *Objectives* are specific, measurable actions that are necessary to achieve the goals.

5. Develop EOP: (Identify Courses of Action): This plan details the strategies for the achievement of the goals and objectives by determining the following: the action, responsibility for the action, the timing and duration of the action, what proceeds and follows the action, resources required, the effect of the action on specific populations, such as individuals with disabilities and others with access and functional needs or who may experience severe anxiety during traumatic events. ICS and NIMS principles should be employed in the development of the EOP.

6. Prepare, Review, and Approve the EOP: Appropriate processes should be adopted and documented regarding the preparation of the EOP, including formatting and writing; review for compliance with national, state, and local regulations and local support of the EOP by appropriate stakeholders and authorities (law enforcement, public safety, and GEMA representatives should be considered.)

7. Maintain the EOP: The EOP shall be reviewed and revised each year. In addition, the EOP should be reviewed when any of the following have occurred: actual emergencies; changes have been made in policy, procedure, personnel, organizational structures, processes, facilities, or equipment; formal updates of planning guidance or standards have been finalized; formal exercises have taken place; changes in the surrounding community have occurred; threats or hazards change, or new ones emerge; or ongoing assessments generate new information.
8. Implement the EOP: Promulgate the EOP to all stakeholders. Train, drill, and exercise all participants to their level of involvement. Document EOP implementation.

C. The President shall submit the reviewed EOP to the TCSG System Office no later than May 1st of each calendar year.

D. The System Office shall review, coordinate the revisions, and approve the EOP. In addition, the System Office will provide technical assistance for developing and reviewing processes and training, drills, and exercises.

VII. RECORD RETENTION:
The currently implemented EOP and its revisions shall be retained for three years.

Emergency Operations Plan

{Technical College Name}

{Insert Academic Year}

Emergency Operations Plan
{Technical College Name}
{Insert Academic Year}

REVIEWED: _____ **DATE:** _____
EMERGENCY OPERATIONS COORDINATOR
{Technical College Name}

APPROVED: _____ **DATE:** _____
PRESIDENT
{Technical College Name}

REVIEWED: _____ **DATE:** _____
EMERGENCY MANAGER

TECHNICAL COLLEGE SYSTEM OF GEORGIA

APPROVED: _____ **DATE:** _____
DIRECTOR OF CAMPUS SAFETY

TECHNICAL COLLEGE SYSTEM OF GEORGIA

Emergency Operations Plan
{Technical College Name}
{Insert Academic Year}

Promulgation Statement

The primary role of government is to provide for the welfare of its citizens. The welfare and safety of citizens are never more threatened than during emergencies. Emergency management aims to ensure that mitigation, preparedness, response, and recovery actions exist so that public welfare and safety are preserved.

The *{Technical College Name}* Emergency Operations Plan (EOP) provides a comprehensive framework for college-wide emergency management. It addresses the roles and responsibilities of government organizations. It links local, state, federal, and private organizations and resources that may be activated to address emergencies at *{Technical College Name}*.

The *{Technical College Name}* EOP ensures consistency with current policy guidance and describes the interrelationship with other levels of government. This plan will evolve, responding to lessons learned from actual emergency experiences, ongoing planning efforts, training and exercise activities, and Federal guidance.

Therefore, in recognition of the emergency management responsibilities of *{Technical College Name}* and with authority vested in me as the President of *{Technical College Name}*, I hereby promulgate the *{Technical College Name}* Emergency Operations Plan.

_____   _____

President   Date
{Technical College Name}

Approval and Implementation

This plan supersedes the *{Technical College Name}* Emergency Operations Plan dated. *{Month/Day/Year}*.

The transfer of management authority for actions during an incident by executing a written delegation of authority from an agency to the incident commander. This procedure facilitates the transition between incident management levels. The delegation of authority is a part of the briefing package provided to an incoming incident management team. It should contain both the delegation of authority and specific limitations to that authority.

The *{Technical College Name}* Emergency Operations Plan delegates the authority to specific individuals if the President is unavailable. The chain of succession in a significant emergency is as follows:

1. President
2. (Position Title)
3. (Position Title)
4. (Add as dictated by *{Technical College Name's}* organizational structure.)

_____   _____
President   Date
{Technical College Name}

Record of Changes

Change #	Date Change	Date Entered	Agent (Signature)
1 (example)	9/17/2022(example)	9/17/2022(example)	Signature (example)
2			
3			
4			
5			
6			
7			
8			
9			
10			

Record of Distribution

Plan #	Office/Department/Repository	Representative	Acknowledgment
(Example)	*9/17/2022(example)*	*9/17/2022(example)*	*EOC (example)*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

{Technical College Name}
Emergency Operations Plan

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Exhibits

1. OVERVIEW

1.1 Purpose

The purpose of the *{Technical College Name}* Emergency Operations Plan (EOP) is to outline preparedness and response activities concerning the various hazards that exist in the *{Technical College Name}* location(s) and setting(s). It is designed to clarify expectations for an effective response and to seamlessly integrate the processes and procedures described in the National Response Framework and local emergency operation plans or procedures.

1.2 Scope

This EOP applies to all participating operating units and agencies of the jurisdictions within the geographical boundary(ies) of the *{Technical College Name}*.

1.3 Situation Overview

Characteristics

{Technical College Name} includes {Name of City/County} and… {add Cities, Counties or Countries as needed}. {Describe characteristics of cities/counties, including but not limited to location, geography, demographics, designated areas of interest, special events, and economic base and infrastructure.}

Hazard Vulnerability Assessment

{Technical College Name} completed the latest hazard vulnerability assessment on *{date of most recent assessment and name of assessment instrument}* in consultation with the administration, faculty staff, and external stakeholders of the *{Technical College Name}*. This hazard vulnerability assessment rated potential hazards on their frequency of occurrence. Each hazard is then rated as a potential impact on life, property, environment, and operations. A summary of the hazard vulnerability assessment for *{site location(s)}* is as follows:

{Describe hazard vulnerability assessment results summary.}
{Append completed Hazard Vulnerability Assessment Instrument.}

1.4 Planning Assumptions

This EOP serves as a practical guide with modifications made to meet the demand of each emergency; because no plan can anticipate or predict every scenario, emergency management personnel must quickly adapt to events as they unfold. To this end, it is assumed:

- Individual or combination emergencies may cause severe impacts for *{Technical College Name}.* These situations can vary in scope and intensity, from isolated areas of minimal impact to wide-ranging devastation.
- Planning is universal, based on the "all-hazards" approach.
- Planning recognizes and supports the principles of the National Incident Management, the Incident Command System, the National Response Framework, and Presidential Policy Directive 8.
- Planning includes all constituencies, including but not limited to employees, students, volunteers, visitors, vendors, and contractors.
- Planning incorporates all physical locations and settings for which the Technical College has responsibility.
- Close professional working relationships are established among key college members before an emergency.
- Close professional working relationships are established with appropriate external agencies before an emergency, i.e., local, state, and federal law enforcement; fire departments; emergency management services; public health agencies; medical facilities; and volunteer organizations such as the American Red Cross.
- Public information is vital, and as all emergencies are newsworthy and may receive media coverage, including social media, the Technical College will monitor and respond appropriately.
- Individual Technical College operating units must design additional cooperative college response plans for situations that may develop under their purview.
- During response and recovery phases, officials under this EOP have the responsibility to save lives, protect property, relieve human suffering, sustain survivors, support constituencies, restore services, repair essential facilities, and protect the environment.

1.5 Definitions

All Hazards: Any incident or event, natural or human-caused, that requires an organized response by the public, private, and/or governmental entity in order to protect life, public health, and safety, values to be protected, and to minimize any disruption of governmental, social, and economic services.

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Train: Training may consist of briefings to disseminate information about policy and/or procedures or hands-on training to provide performance-based skills.

Vulnerabilities: The characteristics which make a setting or individual more susceptible to identified threats or hazards.

2. CONCEPT OF OPERATIONS

2.1 General

This EOP is supported by the local, state, and federal organization levels of emergency management. Preparedness, prevention, response, recovery, and mitigation are general responsibilities of all levels of government working together to provide a delivery system to meet the needs of the response community. Emergency operations will be initiated at the lowest level of government able to respond effectively and efficiently.

2.2 Plan Activation

This EOP is activated in response to actual or potential emergencies likely to occur in or within the immediate area of the Technical College locations.
However, *{Technical College Name}* maintains an active approach to prevention, preparedness, response, recovery, and mitigation at all times.

This EOP is brought into action by a declaration of an emergency by the President, designee, or by the highest-ranking executive-level senior administrator currently available. Once an emergency has been declared, the members of the Policy Group, whose responsibilities are described below, and other support personnel are, to the extent possible, relieved of routine duties to concentrate more fully on the tasks at hand. The President, or designee, will notify the Technical College System of Georgia Commissioner of such an emergency.

The President maintains executive control of the EOP. *{Technical College Name}* personnel and equipment will be utilized to provide priority protection of life, preservation of property, and restoration services to the college. The members of the Policy Group will determine how resources are utilized.

{Describe emergency operations incidents for the previous academic year here.}

{Describe Emergency Operations Center activations for the previous academic year, if applicable, here.}

3. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This portion of the EOP defines the roles and responsibilities of members of the Policy Group involved in the emergency management process. In addition, this EOP describes the responsibilities during the activation of the EOP. The following is a generalized accounting; individual Technical College organization and assignment of responsibilities will dictate the specific organizational structure.

{Describe selected Policy Group composition here.}

3.1 Policy Group Membership may include but is not limited to
President
Executive Vice President(s)
Vice President(s) Academic Affairs, Student Affairs, etc…
Provost(s), Dean(s), Director(s)

Chief of Police/Director of Public Safety
Facilities
Human Resources
Local Board Representation
Faculty Representation
Student Representation
Information Technology

3.2 The Policy Group's responsibilities may include, but are not limited to:
1. Strategic
   a. Makes primary policy, strategic, or resource decisions when critical functions of the college are interrupted.
   b. Provides leadership and motivation.
   c. Provides direction and vision for recovery and post-emergency restoration.
2. Resource Allocation
   a. Ensures adequate resources are provided to meet needs.
   b. Empowers staff to implement response plans.
   c. Establishes and authorizes emergency budgetary parameters.
   d. Coordinates recovery with individual operating units.
   e. Authorizes contingency contractual agreements.
3. Operations
   a. Orders suspension or interruption of operations.
   b. Approves extension of or waiving of deadlines.
   c. Pursuing means resuming normal operations as quickly as possible.
4. Communications
   a. Notifies, informs, and updates all constituencies and stakeholders.
   b. Ensures appropriate policy decisions are communicated.
   c. Serves as the interface with counterparts at local, state, and federal levels as appropriate.
   d. Authority over public information releases.
5. Incident Specific
   a. Declares college emergency.
   b. Establishes incident response level.
   c. Determines overall college status and identifies needs/responsibilities.
   d. Conducts post-emergency briefing.
6. Planning
   a. Ensures organizational readiness through appropriate planning processes.
   b. Authorizes overall college response strategies and plans.
   c. Supports and participates in training, exercises, and outreach.

4. DIRECTION, CONTROL, AND COORDINATION

To provide effective direction, control, and coordination of an incident, the Technical College EOP will be activated, including implementing the Incident Command System (ICS). The Incident Commander has delegated the authority to direct strategic on-scene operations until a coordinated incident management framework can

be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas:

A. Incident Command Directs the incident management activities using strategic guidance provided by the Policy Group. Responsibilities and duties include, but are not limited to:
- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including all constituencies and responders).
- Coordinate media relations and information dissemination with Policy Group.
- Develop a working knowledge of local/regional agencies; serve as the primary on-scene contact for outside agencies assigned to an incident; and assist in accessing services when needed.
- Document all activities.

B. Operations Section: Directs all tactical operations of an incident, including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. Specific responsibilities include but are not limited to:
- Implement an incident action plan.
- Assist in securing the facility.
- Monitor utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off if danger exists or is directed by Incident Commander.
- Establish medical triage and request additional supplies from the Logistics Section.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Analyze Technical College staffing to develop plans for reunification.
- Document all activities.

C. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities. Duties include but are not limited to:
- Assist Incident Commander in collecting and evaluating information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

D. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams and facilitating communication among incident responders. Additional responsibilities include but are not limited to:
- Establish and oversee communications centers and activities during an incident.
- Document all activities.

E. Finance/Administration Section: Oversees all financial activities, including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties include but are not limited to:
- Assume responsibility for overall documentation and recordkeeping activities; photograph or videotape property damage when possible.
- Develop a system to monitor and track expenses and financial losses and secure all records.

F. Coordination with First Responders

{Name of Technical College} has excellent working relationships with external agencies. These relationships aid in the coordination of services between the agencies and *{Name of Technical College}* and include, but are not limited to, municipal and county entities such as mental health, law enforcement, and fire departments. Written agreements specify the type of communication and services one agency provides to another. If an incident is within the authorities of the first-responder community, the command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The Technical College's Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

{List existing MOAs/MOUs, and mutual aid agreements here.}

5. INFORMATION, COLLECTION, ANALYSIS, AND DISSEMINATION

During normal daily operations, local conditions are monitored via internet websites, NOAA, NWS, weather radios, law enforcement alerts, and local crime reports.

{Describe specific sources of information utilized by the Technical College. Include, at minimum, the identity of local EMA and other pertinent public safety agencies.}

Sources include, but are not limited to the following:
- National Oceanic and Atmospheric Administration (NOAA): Contact NOAA here.
- National Weather Service (NWS): Contact NWS here.

- Georgia Emergency Management Agency/Homeland Security: [Contact GEMA here.]
- Local law enforcement agencies *{List contacts here.}*
- Local fire service agencies: *{List contacts here.}*
- Local EMA director/agency: *{List contacts here.}*
- Local hazardous materials agencies: *{List contacts here.}*
- Local media sources: *{List sources here.}*

One important emergency function is to collect, analyze and adequately disseminate situational information to the faculty/staff and personnel to make operational decisions for current and future operational periods. In order to obtain valid and accurate situational information, all organizational units within the campus community and personnel must provide updates, damage assessments, and resource status reports to the college President or designee.

Prior to the public release of data, information must be vetted, particularly in the event of criminal activity. Therefore, information regarding an incident is to be released only on a need-to-know basis.

6. TRAINING DRILLS AND EXERCISES

Seek Shelter (Tornado) drills:

Evacuation (Fire) drills:

Armed Intruder Exercise: The Technical College recognizes the imperative requirement from the TCSG System Office concerning participating in an Armed Intruder Exercise. The Armed Intruder exercise will be held with local law enforcement agencies and other emergency services. Campuses, Dates

NIMS & ICS: The Technical College will identify key college personnel and others who may need to become involved in emergency response operations and provide training for Incident Command Structure (ICS) and/or National Incident Management System (NIMS) training.

{Describe the training, drills, and exercises performed/planned for the previous academic year and the protocols for retaining training records here.}

7. ADMINISTRATION, FINANCE, AND LOGISTICS

- Ensure preservation and safekeeping of all records.
- Arrange for temporary workspace and relocate essential services.
- Initiate a recordkeeping system for all expenditures associated with emergency operations.
- Coordinate with Purchasing on procedures for handling emergency expenditures.

8. PLAN DEVELOPMENT AND MAINTENANCE

This EOP is developed with input from across Technical College constituencies and in collaboration with external stakeholders and evaluated at minimum once each year or more frequently should emergencies or organizational structure dictate changes. Training, drills, and exercises will be conducted periodically to ensure that all college community members understand how to carry out the plan's provisions.

{Describe protocols for the annual review and retention of the EOP here.}

9. AUTHORITIES AND REFERENCES

2015 Georgia Emergency Operations Plan (GEOP); Georgia Emergency Management Agency (GEMA). Find Georgia Emergency Operations Plan here.

Federal Emergency Management Agency (FEMA) Emergency Management Institute training. Find FEMA Training Information here.

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education. June 2013. U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency. Find Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education here.

National Incident Management System (NIMS) Implementation for Schools and Institutions of Higher Education (IHEs) Webpage. Find NIMS Resources for Implementing EOPS here.

National Response Framework (NRF) Find National Response Framework here.

Presidential Policy Directive 8 (PPD-8) Find Presidential Policy Directive 8 (PPD8) here.

Functional Annexes

Evacuation

This annex focuses on procedures to evacuate all constituencies from buildings, facilities, and grounds associated with the Technical College.

Exhibit plans that meet each of these goals:

1. Account for individuals located at various points in the day/week.

2. Safely move individuals from unsafe areas to designated assembly areas including but not limited to classrooms, student housing facilities, campus grounds, dining halls, stadiums, conference centers, and other locations.

3. Establish alternate routes when primary evacuation routes are unusable.

4. Evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

5. Reunify individuals safely and efficiently.

{Suggested cited resources: Building/unit safety plans, emergency procedures training materials, building emergency postings.}

Deny Entry/Closing/Lockdown Annex

This annex focuses on procedures required to secure buildings, facilities, and grounds during incidents that pose an immediate threat or hazard, including, but not limited to, crime, bomb threat, or the event of a chemical or biological hazard in or around the Technical College. In the event of a chemical or biological hazard, all constituencies may be required to move to areas that can be sealed. The primary objective of secure-in-place is to quickly ensure all constituencies are secured in areas away from immediate danger.

Exhibit plans to meet each of these goals:

1. Account for individuals located at various points in the day/week.

2. Secure exterior access to buildings and facilities when it may or may not be safe.

3. Identify building characteristics (i.e., windows, doors) that may impact possible deny entry/closing/lockdown procedures.

4. Employ variations of deny entry/closure/lockdown procedures (when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other activities continue as standard).

{Suggested cited resources: Building/unit safety plans, emergency procedures training materials, building emergency postings.}

Shelter-in-Place/Secure-in-Place Annex

This annex focuses on procedures needed when all constituencies are required to remain indoors, potentially for an extended period, because it is safer inside a building or a room than outside. Depending on the hazard, all constituencies may be required to move to locations without windows or a designated weather shelter (as in severe weather).

Exhibit plans to meet each of these goals:

1. Determine supplies needed to seal the room and provide for all constituencies' needs (e.g., water).

2. Identify how a shelter-in-place directive can affect individuals with disabilities and others with access and functional needs who require durable medical equipment and personal assistance services.

3. Identify alternate shelter locations when the primary shelter location is unusable.

4. Determine how to locate and shelter all constituencies.

5. Determine the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) to provide immediate life-safety protection when evacuation is not an option.

{Suggested cited resources: Building/unit safety plans, training materials, building emergency postings.}

Accounting for All Person Annex

This annex focuses on procedures for accounting for the whereabouts and well-being of all constituents and identifying those who may be missing.

Exhibit plans to meet each of these goals:

1. First, determine who should be in attendance at the assembly area.

2. Determine what to do when an individual cannot be located.

3. Determine how personnel will report to the assembly supervisor.

4. Determine how and when individuals will be permitted to resume their activities.

{Suggested cited resources: Building/unit safety plans, training materials, building emergency postings.}

Communications and Notifications Annex

This annex focuses on procedures related to communication and coordination during emergencies. Included are internal communication procedures with all constituencies and families; and communication with external stakeholders before and after an emergency.

Exhibit plans to meet each of these goals:

1. Integrate communications systems into the local emergency response communications network (e.g., fire department, law enforcement agencies).

2. Communicate with community partners per pre-established agreements (e.g., memoranda of understanding).

3. Ensure relevant individuals can operate communications equipment/systems.

4. Communicate with all constituencies, families, and the broader community before, during, and after an emergency using alert and notification systems.

5. Account for technology barriers and language access barriers faced by individuals.

6. Communicate to the broader community, including off-campus student activities or events on Technical College grounds sponsored by third parties.

7. Ensure effective communication with individuals with disabilities and others with access and functional needs.

8. Obtain and update emergency contact information for all constituencies.

9. Interact with emergency contacts, including international contacts, during or following an emergency.

10. Track individuals transported to other locations for care or shelter.

11. Coordinate information sharing among hospitals, families, and the Technical College.

12. Verify consistency with the requirements in the Clery Act, the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and civil rights laws.

13. Communicate with individuals, including members of the public, who refuse to comply with safety instructions.

{Suggested cited resources: Communication/Notification system plans, policies, and protocols; training materials; building emergency postings.}

Business Continuity Annex

This annex focuses on procedures to ensure essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (e.g., payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Exhibit plans to meet each of these goals:

1. Design the Business Continuity Plan for immediate activation and to be sustained for at least 30 days.

2. Set priorities for re-establishing essential functions, such as restoring operations and maintaining the safety and well-being of students and the learning environment.

3. Establish succession of command for executive leadership.

4. Ensure students receive related services (e.g., financial aid, instruction, food, and student housing) in the event of a prolonged closure.

5. Develop agreements with other institutions to prepare for emergencies when the Technical College cannot provide routine services for prolonged periods.

{Suggested cited references: Business Continuity Plan and Disaster Recovery Plan.}

Recovery Annex

This annex focuses on how a Technical College will recover from an emergency. The four most fundamental kinds of recovery are academic, physical, fiscal, psychological, and emotional.

Exhibit plans to meet each of these goals:

Academic Recovery:

1. Delineate procedures and authority structure for closure and reopening of the Technical College.
2. Determine and arrange facilities for temporary locations of functions.
3. Provide alternate educational programming if students cannot physically reconvene.

Physical Recovery:

1. Document assets to assess the damage.
2. Identify personnel with expertise concerning assets and how and where records will be accessed for verification after an emergency.
3. Provide for the sheltering needs of individuals living on campus.
4. Address research facilities that contain sensitive information, materials, or animals.
5. Coordinate with utility and insurance companies before an emergency to support recovery.

Fiscal Recovery:

1. Identify leadership to be included (e.g., the President, chief business officer, personnel director, and risk manager).
2. Communicate timely information regarding returning to work or studies.
3. Identify sources for emergency relief funding.

Psychological and Emotional Recovery:

1. Identify leadership and provide counselors.
2. Identify the location of counseling and psychological first aid.
3. Create a calm and supportive environment, share basic information about the emergency, provide psychological first aid (if trained), and identify those who may need immediate crisis counseling.
4. Secure enough counselors and others trained in psychological first aid in the event of an emergency for the immediate, short-and long-term counseling needs of students, faculty, staff, and families.
5. Handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed), including concerns such as when a commemoration

site will be closed, what will be done with notes and tributes, and how students will be informed in advance.

6. Determine how to strike a balance among honoring the loss, resuming routines and schedules, and maintaining hope for the future.

7. Provide plans for dealing with mass casualty incidents.

{Suggested cited references: SBTCSG policy/procedures; Business Continuity Plan, Disaster Recovery Plan, memoranda of understanding/agreement, mutual aid agreements.}

Public Health, Medical and Mental Health Annex

This annex focuses on procedures to address emergency medical (e.g., first aid), public health, and mental health counseling issues. These efforts should be coordinated with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. (Mental health needs after an emergency is addressed in the Recovery Annex.)

Exhibit plans to meet each of these goals:

1. Describe the role of individuals in providing first aid during an emergency.

2. Determine the location of emergency medical supplies (first aid kits, AEDs, etc.) and who is responsible for purchasing and maintaining those materials.

3. Identify staff with relevant training/credentialing in areas such as first aid or CPR.

4. Communicate and report information about outbreaks, epidemics, or other unusual medical situations to local/state health authorities.

5. Support the needs of all constituencies identified by the threat assessment team.

{Suggested cited resources: Building/unit safety plans, training materials/logs, building emergency postings, Pandemic Influenza Plan, CERT program documentation.}

Security Annex

This annex focuses on procedures implemented on a routine basis to secure the Technical College from criminal threats from both inside and outside. This includes efforts done in conjunction and cooperation with law enforcement agencies.

Exhibit plans to meet each of these goals:

1. Establish agreements with law enforcement agencies to address the daily role of law enforcement officers in and around campus.

2. Ensure buildings and facilities are physically secure (may include, but not be limited to, implementation of Crime Prevention through Environmental Design [CPTED]).

3. Assist individuals safely traveling to, from, and within campuses (including traffic control and pedestrian safety).

4. Keep prohibited items or materials off campus.

5. Respond to threats identified by the Threat Assessment Team.

6. Address issues related to cybersecurity and threats to information technology systems.

7. Provide security at stadiums, convention centers, arenas, and other large-event facilities.

8. Provide security for sensitive facilities, including research facilities/laboratories on the campus.

9. Share information with members of public safety agencies (maintaining requirements or limitations of applicable privacy laws, including FERPA, HIPAA, and other civil rights laws).

{Suggested cited references: Law Enforcement SOPs, tactical manuals, memoranda of understanding/agreement, mutual aid agreements.}

Rapid Assessment Annex

This annex focuses on implementing procedures when the Technical College is notified of or aware of an impending emergency.

Exhibit plans to meet each of these goals:

1. Immediately gather information to determine the type and scale of the incident.

2. Determine an appropriate response.

3. Determine which annexes should be implemented.

4. Take immediate action to protect life and property.

5. Verify that procedures are consistent with the requirements of the Clery Act.

6. Ensure the Incident Commander is responsible for managing all emergency activities, including developing, implementing, and reviewing strategic decisions. These actions and decisions are made in concert and consultation with other community response partners and leaders as applicable.

{Suggested cited references: Law Enforcement SOPs, tactical manuals, emergency policies/procedures, emergency media outlets, and federal, state, and local information sources.}

Hazard-Specific Annexes

The Hazard-Specific annexes address specific hazards to the individual Technical College. In the Emergency Operations Plan, hazards are identified and prioritized within the formal Business Continuity Plan, specifically within the Hazard Vulnerability Assessment Instrument. The Hazard Vulnerability Assessment Instrument addresses natural hazards (including, but not limited to, tornado, winds, thunderstorms, winter weather, floods/dam failure, wildfires, lightning, drought, hurricane, and earthquake; technological hazards (including, but not limited, to structural collapse, utility failure, power failure, network failure/cyber-attacks, telecommunications failure, major fire, vehicle/air/train accident; biological hazards (including, but not limited to, disease and deadly food outbreaks; as well as adversarial, incidental and human-caused hazards (including, but not limited to, civil disorder, terroristic threat, hazardous materials, armed intruder, and hostage situation). Once identified, each of these hazards is individually assessed as to their probability, business continuity impact, and financial impact.

Specific procedures and corresponding documents addressing the hazards identified by the college are described in the following individual Technical College-identified annexes.

{These annexes must reflect, at minimum, those hazards identified through a hazard vulnerability assessment process and prioritized, individually or in any combination, of high probability, high business continuity impact, and/or high financial impact. Suggested cited references: Functional Annexes, Building/unit safety plans, training materials/logs, building emergency postings.}

Hazard Vulnerability Assessment Instrument

HAZARD	PROBABILITY			BUSINESS CONTINUITY IMPACT			FINANCIAL IMPACT		
	High	Med	Low	High	Med	Low	High	Med	Low
Natural									
Tornado/Winds/ Thunderstorm									
Winter Weather									
Floods/Dam Failure									
Wildfires									
Lightning									
Drought									
Hurricane									
Earthquake									
Technological									
Structural Collapse									
Utility Failure									
Power Failure									
Network Failure/Cyber Attacks									
Telecommunications Failure									
Major Structure Fire									
Vehicle/Air/Train Accident									
Biological									
Disease Outbreak									
Contaminated Food Outbreak									
Adversarial, Incidental & Human-Caused									
Civil Disorder									
Terroristic Threat									
Hazardous Materials									
Armed Intruder									
Hostage Situation									

Attachment 3.4.1p1.a2. - Emergency Operations Planning Resources

Federal Emergency Management Agency (FEMA) Emergency Management Institute training. Available at https://training.fema.gov/nims/

Georgia Emergency Operations Plan (GEOP); Georgia Emergency Management Agency (GEMA). Available at http://www.gema.ga.gov/Plan%20Library/GEOP%20%20Base%20Plan%20(2015).pdf

Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education. June 2013. U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency. Available at http://rems.ed.gov/docs/REMS_IHE_Guide_508.pdf

National Incident Management System (NIMS) Implementation for Schools and Institutions of Higher Education (IHEs) Webpage. Available at https://rems.ed.gov/K12NIMSImplementation.aspx

National Response Framework (NRF) http://www.fema.gov/national-response-framework

Presidential Policy Directive 8 (PPD-8) http://www.dhs.gov/presidential-policy-directive-8-national-preparedness

Resources Supporting the Guide for Developing High-Quality School Emergency Operations Plans. Available at http://rems.ed.gov/display.aspx?page=resources_NIMS