READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

Building Blocks to School Safety

A Toolkit for Schools and Districts for Developing High-Quality Emergency Operations Plans

U.S. Department of Education
Office of Safe and Healthy Students
Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center

Dear Partner in School Safety,

Our nation's schools and school districts are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students in public and nonpublic schools. Families and communities expect schools and school districts to keep children and youths safe from threats, including human-caused emergencies such as crime and violence, as well as hazards like natural disasters, disease outbreaks, and accidents. Preparedness is a shared responsibility. **In collaboration with their local government and community partners, schools and school districts can take steps to plan for these potential threats and hazards through the creation of an emergency operations plan (EOP).**

A high-quality EOP should reflect our national approach to preparedness by incorporating the following five mission areas:

- **Prevention**, or the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection**, or the capabilities necessary to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation**, or the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation also refers to reducing the likelihood that threats and hazards will happen.
- **Response**, or the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- **Recovery**, or the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas, and their implications for creating a high-quality EOP, were provided to schools in the form of guidance released by the White House in June 2013. The *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)* aligns and builds upon years of emergency planning work by the Federal government and is the first joint product of the U.S. Departments of Education (ED), Justice, led by the Federal Bureau of Investigation, Homeland Security, led by the Federal Emergency Management Agency, and Health and Human Services on this critical topic. The *School Guide* is customized to each type of community, incorporates lessons learned from recent incidents, and responds to the needs and concerns voiced by stakeholders in the field. It may be used to create new plans as well as to revise and update existing plans, and to align emergency planning practices with those at the national, state, and local levels.

To facilitate the dissemination of information on school emergency management, ED's Office of Safe and Healthy Students (OSHS) administers the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center, a hub of information, resources, training, and services for practitioners. The REMS TA Center supports schools and school districts, with their community partners, in the development of high-quality EOPs and in the implementation of comprehensive emergency management planning efforts, including dissemination of the *School Guide* and supporting resources, such as this Toolkit.

About This Toolkit

This Toolkit offers a compendium of key resources for practitioners in school emergency management who are interested in gaining an understanding of the *School Guide.* It also provides recommendations for creating high-quality school EOPs, as well as where to access supplementary resources that can support planning efforts. Contents include:

- ***REMSExpress* (Volume 5, Issue 2, 2014): *Principles for Creating a High-Quality School Emergency Operations Plan***: This REMS TA Center publication shares key planning principles for consideration in EOP development.
- ***REMSExpress* (Volume 5, Issue 4, 2014): *K-12 Six-Step Planning Process***: This REMS TA Center publication provides an overview of the Six-Step Planning Process recommended for EOP development in the Federal *School Guide*.
- **Six-Step Planning Process Overview**: This diagram presents the planning process recommended for EOP development by the Federal *School Guide*.
- **Checklist of Steps in Planning Process**: This document offers an overview of all of the steps in the recommended Six-Step Planning Process from the Federal *School Guide*.
- **REMS TA Center Marketing Flyer**: This document offers an overview of the REMS TA Center and the services, products, and information it provides to the field.
- **REMS TA Center Informational Resources for K-12 Schools, by Topic**: This document provides an overview of resources developed and offered by the REMS TA Center; it is organized based on relevant topics in school emergency management.
- **EOP ASSIST© Product Description**: This document provides a description of this free web-accessible software application, which was designed to help school and district administrators and emergency management personnel create or revise school EOPs.

We recommend that planning teams responsible for developing and revising school EOPs use the information presented here to guide their efforts. Districts and individual schools can also compare existing plans and processes against the content and processes outlined in the *School Guide*.

If you have any questions about the content included within this Toolkit, please feel free to contact the REMS TA Center by phone or email. Thank you for your continued commitment to school safety. Consider us partners in school emergency preparedness.

Thank you,

Bronwyn Roberts, Project Director
REMS TA Center

REMS Express

Volume 5, Issue 2, 2014

Principles for Creating a High-Quality School Emergency Operations Plan

As described in the federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*, several key planning principles are foundational to developing a high-quality school emergency operations (EOP) plan and building capacity in preparedness and its five mission areas: Prevention, mitigation, protection, response, and recovery. Incorporating these principles throughout the planning process and during the ongoing implementation of the emergency plan will increase a school's ability to carry out effective preparedness activities and

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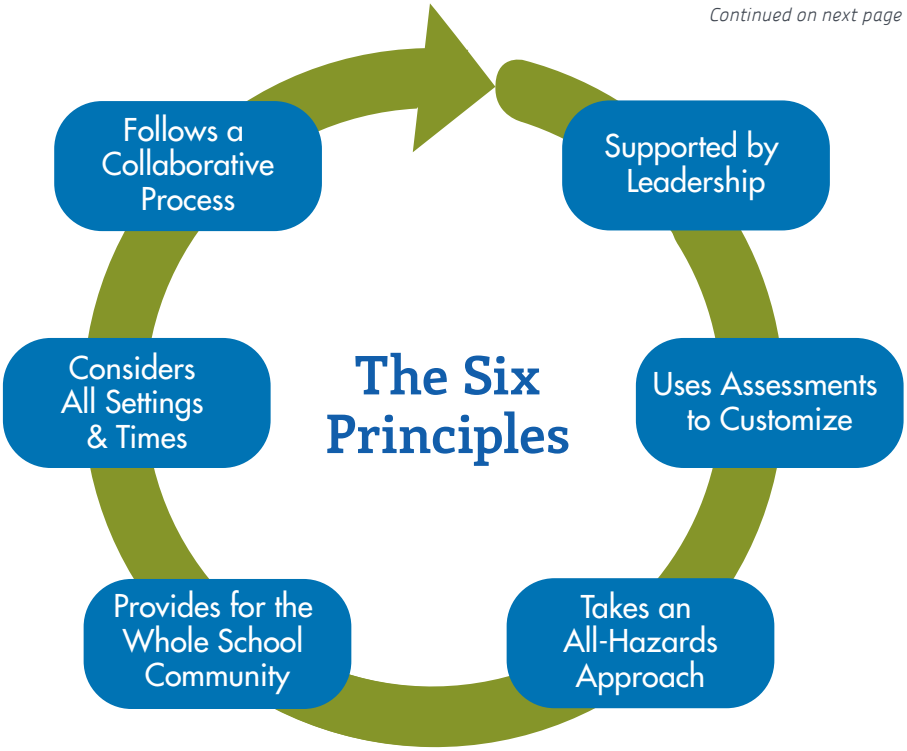

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The REMS TA Center supports schools, school districts, and institutions of higher education in developing and implementing comprehensive emergency operations plans. For additional information about school and higher education emergency management topics, visit the REMS TA Center at http://rems.ed.gov.

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provide efficient responses to a variety of threats and hazards. It also will improve safety for the entire school community. This *REMS Express* edition provides a practitioner's perspective on the *School Guide*'s six recommended planning principles and offers practical strategies for implementing them throughout the planning and plan management processes.

Plans Must Be Supported by Leadership

The ongoing and strong support of both senior-level school and district officials is fundamental to producing, implementing, and sustaining high-quality EOPs.

Writing, revising, or strengthening an EOP requires a significant investment of time and resources — precious commodities for which school personnel are often competing. Senior leaders can demonstrate their commitment to and support for this process by providing the resources needed to engage in an effective planning process, making the allocation of time and personnel to this effort a priority.

Senior-level officials involved in the planning process also can provide key guidance based on their broader perspective of the school, district, and community. For example, they can help shape plans that are aligned with school and district policies, union constraints, and state and local laws, and also consider issues of legal liability. As the EOP takes form, planners will identify vulnerabilities and propose strategies for addressing them. Leaders can provide important direction on which ones might be feasible and cost-effective to implement. They also can assess the school and/or district's ability to maintain and sustain whatever plans are put into place. Similarly, they can look at possible short- and long-range goals for safety enhancements and understand how those may relate to other school and district priorities.

In addition, when leaders play an active role in developing the EOP, they demonstrate their buy-in and commitment to the plan, which increases the probability that it will receive staff support and be assimilated into the school culture. With the strong support of senior-level leaders, staff also are more accountable and more likely to prioritize the ongoing training necessary for effective implementation of the plan in real emergencies. This can be accomplished by setting up a required schedule of training and drills, and establishing a reporting mechanism to track compliance. An example of this type of tool can be found at the REMS TA Center Toolbox at http://rems.ed.gov/ToolBox.aspx.

Plans Must Use Assessments Customized to the Building Level

Every school is unique, with distinct characteristics, strengths, and vulnerabilities. Effective planning incorporates comprehensive, ongoing assessments of the school and surrounding community in order to design a highly customized EOP.

There are numerous assessments that the planning team may use to help identify risks, potential issues, and available resources that will factor into the EOP. These include site assessments, culture and climate assessments, behavioral threat assessments, and capacity assessments. Data from these and other assessments provide the basis for customizing EOPs to meet individual school needs. They help the team evaluate the actual physical characteristics of a school through examining floor plans, grounds layouts, traffic flows, student behavior, security, and so forth. Assessments also help illuminate community partners' response capabilities and philosophies, response times, or communications constraints, and how associated strengths or weaknesses might impact, and thus shape, some elements of an EOP. For example, if the school is located in an isolated region and response times for first responders are lengthy, procedures may need to be developed to empower schools to take different or additional protective measures than would be necessary for a school with a police force nearby. Likewise, a school located in the middle of an urban area might have greater vulnerabilities to certain crimes or hazards than a rural school.

It is important for each school to create its own customized EOP. Using a generic plan, or one that is not particular to a specific school site, can potentially impair a school's ability to respond effectively in an emergency because such a plan will usually not meet all the needs of a particular school. Customizing an EOP to each school's unique characteristics is essential to enhancing a school's capability to respond effectively and efficiently to emergencies.

Plans Must Consider All Threats and Hazards

A comprehensive school emergency planning process utilizes an "all-hazards" approach, which takes into account a wide range of possible threats and hazards. It includes those that might take place in the community and surrounding area that could impact the school.

Sometimes schools tend to focus their emergency plans on typical hazards such as fires and weather-related incidents,

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EXAMPLES OF THREATS & HAZARDS

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-Caused Threats
▪ Earthquake ▪ Tornado ▪ Lightning ▪ Severe wind ▪ Hurricane ▪ Flood ▪ Wildfire ▪ Extreme temperature ▪ Landslide or mudslide ▪ Tsunami ▪ Dust storm ▪ Volcanic eruption ▪ Winter precipitation ▪ Snowstorm ▪ Other	▪ Hazardous materials in the community from industrial plants, major highways or railroads ▪ Radiological releases from nuclear power stations ▪ Hazardous materials in the school, such as gas leaks, sewage breaks, or laboratory spills ▪ Infrastructure failure, such as dam, power, water, communications, or technology systems ▪ Other	▪ Infectious diseases ▪ Contaminated food outbreak ▪ Water contamination ▪ Toxic materials present in schools, such as mold, asbestos, or substances in school science laboratories ▪ Other	▪ Fire ▪ Medical emergency ▪ *Active shooter* ▪ Threat of violence ▪ Fights ▪ Gang violence ▪ Bomb threat ▪ Child abuse ▪ Cyber attack ▪ Suicide ▪ Missing student or kidnapping ▪ School bus emergencies ▪ Student demonstration or riot ▪ Dangerous animal ▪ Other

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or high-profile school emergencies such as *active shooter situations*. However, school planning teams need to consider a broad spectrum of hazards and threats — from cybersecurity breaches to flu outbreaks — to determine the level of risk and vulnerability to that particular school, and to ensure there are adequate protective measures.

The EOP planning team can draw on a wealth of existing information to identify the range of threats and hazards the school might face. School personnel will have knowledge of previous emergencies; community partners will know of prevalent threats or hazards in the region; federal, state, and local historical data can be accessed; and school, city, or county surveys or reports can provide valuable information to help the team determine which threats and hazards to address.

Threats and hazards fall into four general categories: (1) natural hazards; (2) technological hazards; (3) biological hazards; and (4) adversarial, incidental, and human-caused threats. The chart above, while not exhaustive, shows a variety of threats and hazards schools might need to address in their plans. Taking an all-hazards approach to emergency planning increases the capacity of the school to provide for the safety of its students, staff, and visitors in a wide range of potential emergency situations.

Plans Must Provide for the Access and Functional Needs of the Whole School Community

Throughout every step, the planning team should take an inclusive approach to ensure it takes into consideration the whole school community:

- students, staff, families, and visitors;
- children and adults with disabilities;
- persons with access and functional needs (e.g., communication, transportation);
- individuals from religiously, racially, and ethnically diverse backgrounds; and
- people with limited English proficiency.

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For example, a vulnerability assessment might reveal that specific protocols are necessary to provide for the special evacuation needs of infants and toddlers in school-based day cares and preschools. Similarly, it might show that individuals in wheelchairs who cannot physically perform the "duck-cover-hold" protocol during an earthquake need a special plan that provides for alternative protective measures. In other cases, loud noises, bright lights, and high-stress situations can affect some students' ability to function or to follow instructions.

A culture and climate assessment, or after-action report, which provides recommendations for future response and recovery efforts, might reveal cultural-specific needs. For example, the role of parents and grandparents varies among different cultures, communities, and individual families. Their expectations for communications during emergencies also can vary, and the need for messaging in multiple languages might be required. In addition, individuals and communities, which may include persons of all ages and developmental stages, and survivors of past emergencies or violent acts, will face different hazards. Those in charge of emergency preparedness efforts need to be compassionate with regard to the social-emotional needs of the whole school community.

Assessments might reveal confidential information about students and families. In some cases, information must be shared with planning teams, and in others legal restrictions prevent information from being shared. Planners must be mindful of privacy rights as well when considering what information should be shared. The *Family Educational Rights and Privacy Act* (*FERPA*) is a good place for school planning teams to start when they are interested in understanding the implications related to information-sharing in the emergency planning process. In some cases, the *Health Insurance Portability and Accountability Act* (*HIPAA*) may also apply.

Schools might consider developing a standardized procedure or tool for developing customized plans for individuals who need accommodations to accomplish the emergency protocols. An example of this kind of tool can be found at http://rems.ed.gov/ToolBox.aspx.

Plans Must Consider All Settings and Times

School EOPs are often designed to empower students and staff to respond effectively to emergencies that occur when class is in session. While this is a good starting place, effective plans also must include procedures for students and staff to follow during non-instructional times. These include arrival, lunch, recess, and dismissal; while on the school bus or in the parking lot; at afterschool and evening activities; during off-campus field and athletic trips; and in virtual teaching and learning environments. For example, procedures for responding to an *active shooter situation* on campus may be very different if students are in an open lunchroom as opposed to a lockable classroom. Likewise, the same situation on a school bus or at an athletic event might require significantly different response protocols. Planning teams will need to address the tension between establishing clearly identified response protocols and teaching students and staff to respond to situations that aren't clear. This involves learning to (1) assess the emergency situation, (2) be flexible when taking independent action, and (3) adapt responses when life-threatening circumstances are present.

Special protocols also might need to be established for making adequate emergency notifications in instructional areas with high noise levels, such as music rooms and gymnasiums, or in exterior areas such as parking lots or playgrounds. Consider, for example, the implications of a group of students and staff meeting outside for recess when the school is notified by first responders of a dangerous person in the area surrounding the school. What would be required to provide them with timely notification?

The planning team might also consider to what extent groups using school facilities during non-school hours should

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have access to and knowledge of school EOPs and resources. These kinds of considerations will naturally come to light as the planning team considers all settings and times while developing a complete EOP.

Plans Must Follow a Collaborative Process

Developing strong EOPs is best done through collaboration. Districts and schools should assemble a multidisciplinary planning team that includes a variety of district and school professionals as well as community partners.

Everyone has expertise to contribute — from leaders, administrators, facilities managers, educators, and counselors to school psychologists, nurses, students, and families. When combined, these different perspectives can greatly enhance preparedness and strengthen the Six-Step Planning Process recommended in the *School Guide*, which is the subject of *REMS Express*, Vol. 5, Issue 2, 2014. For example, facilities personnel have a wealth of knowledge about the building structure and campus layout, security systems, and heating, ventilation, and air conditioning systems. Their knowledge and participation will benefit multiple assessment efforts and serve as a foundation for the development of critical annexes or supplements to a school EOP. These include lockdown, shelter-in-place, and threat- and hazard-specific annexes that address issues such as how to prepare for and respond to a chemical spill. Furthermore, it is likely that many of these officials will have a role in the response and recovery efforts.

Districts and schools should ensure that their community partners also have clear roles and responsibilities in preparedness efforts, and participate on the team and throughout the Six-Step Planning Process. Partners can include local emergency managers, law enforcement, school resource officers, and safety officials, as well as public and mental health associates. Local government figures and community representatives also should be consulted. Diversity from within the school community, as well as from the greater community, will ensure a broader perspective and increase capacity by adding knowledge, expertise, and resources. An inclusive planning team also will help ensure that planning efforts are aligned and integrated at the community, regional, and state levels, which facilitates response and recovery efforts.

As the team works through the process of identifying hazards, threats, vulnerabilities, strengths, and responses to various scenarios, perceptions can be challenged and a new understanding of partner roles and responsibilities can emerge. Drawing on the collective wisdom, diverse experiences, and unique perspectives of diverse stakeholders will enhance the collaborative planning process, and result in strong school-community partnerships and a comprehensive EOP that supports the seamless integration of all responders.

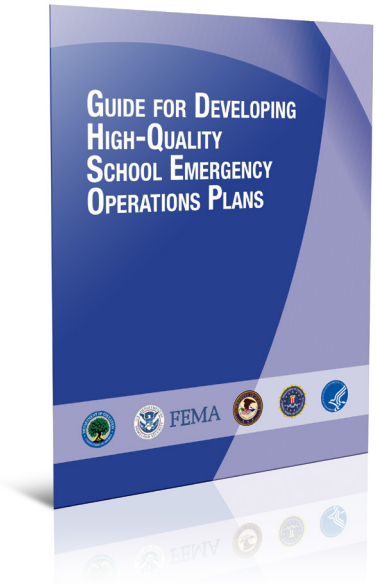
The Goal: A High-Quality School EOP

A well-executed planning process focuses on important outcomes and results for a customized plan that is practical for schools and community partners to implement. By applying the principles throughout the Six-Step Planning Process, the planning team can develop a school EOP that serves the safety, security, and wellness needs of the whole school community before, during, and after an emergency.

Where to Find Additional Resources

Additional information on emergency planning guidance for schools, a downloadable copy of the School Guide, fact sheets, EOP development tools, and other resources can be found on the REMS TA Center website at http://rems.ed.gov.

Click on the picture to access an at-a-glance version of the *School Guide*, which provides details about the process and principles, as well as plan content, functional annexes, and threat- and hazard-specific annexes.



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DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

REMS Express

Volume 5, Issue 4, 2014

K–12 Six-Step Planning Process

The federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)* describes a practical six-step planning process for developing a high-quality school emergency operations plan (EOP). The resulting plan builds capacity in preparedness and its five mission areas: prevention, mitigation, protection, response, and recovery. To help schools in developing their own school EOP, this *REMS Express* edition offers a practitioner's perspective on the planning process and provides practical illustrations of each of the six steps.

The best way to develop a high-quality EOP is through collaboration. The six planning steps are sequenced to support a cooperative process that invites multiple perspectives for information gathering, prioritizing, goal setting, executing specific activities, and actually writing and evaluating the plan. You can use this process to develop a new plan, conduct a comprehensive review of an existing plan, or strengthen the plans already in place. Following this planning process will help the planning team create and implement a customized school EOP that will meet the unique needs of a whole school community.

STEP 1: FORM A COLLABORATIVE PLANNING TEAM

The first step to developing a comprehensive and effective school EOP is to form a multidisciplinary team whose members will work through the six-step planning process together. The core planning team should include stakeholders from among

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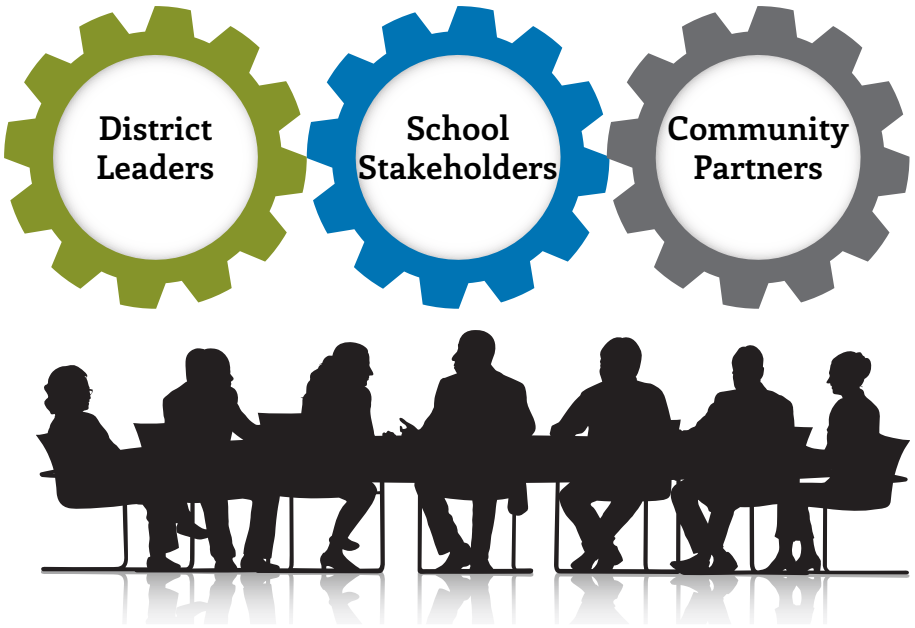
Form A Collaborative Planning Team



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district-level leaders, community partners, and, of course, the school. A collaborative team approach allows multiple professional perspectives to contribute to all aspects of safety and security.

District-Level Leadership: Involving senior-level officials in the planning process is fundamental to producing, implementing, and sustaining a high-quality EOP. These leaders can prioritize the allocation of time and personnel needed to engage in an effective planning process. They are able to provide key guidance for creating plans that are aligned with school and district policies, union constraints, and state and local laws, as well as to consider issues of legal liability. As vulnerabilities are identified and strategies proposed for addressing them, leaders can provide important direction on what might be feasible and cost-effective to implement, maintain, and sustain. Similarly, they can look at possible short- and long-range goals for safety enhancements, and understand how those may relate to other school and district priorities. In addition, when those in leadership positions play an active role in the development of the EOP, they demonstrate buy-in and commitment to the plan, which increases the probability that staff will support the plan and that the plan will be assimilated into the culture of the school.

School Stakeholders: The core planning team should include representatives from a wide range of school personnel—school administrators, facilities personnel, educators, counselors, nurses, playground supervisors, office staff, students, and families. Such a variety of team members will represent a wide range of voices and interests, such as those with access and functional needs, disabilities, racial minorities, religious groups, and English language learners. When combined, these different perspectives can greatly enhance the team's ability to address the needs of the whole school community as they work through the planning process and consider responses to a wide range of threats and hazards. For example, facilities personnel have a wealth of knowledge about the building structure, security systems, and utilities; office personnel have a practical understanding of the flow of visitors and volunteers; and, school nurses have a pulse on the medical health needs of students and can provide a critical link with local public health partners. All of these stakeholders provide important insights that will help customize the plan so that it addresses the school's unique circumstances and needs.

Community Partners: Other essential members of the planning team include first responders, such as law enforcement and fire personnel, emergency medical services, and school resource officers; local emergency managers; and public and mental health associates. These and other community partners provide critical knowledge and experience specific to various threats and hazards that will help guide the development of an EOP. For example, first responders all function within the Incident Command System, which provides a standardized approach for managing emergencies. Community partners can help schools design their plans so they are aligned with the National Incident Management System (NIMS).

As teams work together through this six-step process, the capabilities, roles, and responsibilities of each member will emerge, facilitating mutual understanding, coordination, and the development of a common framework for managing emergencies. Drawing on the collective wisdom, diverse experiences, and unique perspectives of these stakeholders will enhance the collaborative planning process, and result in strong school-community partnerships and a comprehensive EOP that supports the seamless integration of all responders.

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STEP 2: UNDERSTAND THE SITUATION

The first order of business for the planning team is to understand the unique situation of the school so that a customized plan can be developed. A comprehensive school emergency planning process utilizes an "all-hazards" approach, which takes into account a wide range of possible threats and hazards to the school, including those that might take place in the community and surrounding. Sometimes schools tend to focus their emergency plans on typical hazards, such as fires and weather-related incidents, or high-profile school emergencies, such as active shooter situations. However, collaborative planning teams need to consider and assess a broad spectrum of hazards and threats — from cybersecurity breaches to flu outbreaks — to determine the level of risk and vulnerability to that particular school, and to plan for adequate protective measures.

The planning team can draw on existing information and conduct assessments to identify the range of threats and hazards that a school might face. School personnel will have knowledge of previous emergencies; community partners will know of threats or hazards prevalent in the community or the region; federal, state, and local historical data can be accessed; and school, city, or county surveys or reports can provide valuable information to help the team determine which threats and hazards need to be addressed. Assessment tools, such as site assessments, culture and climate assessments, behavioral threat assessments, and capacity assessments, also can produce data that can serve as the basis for the team to identify threats and hazards. Such tools also can help evaluate the unique characteristics of a school including its strengths and vulnerabilities related to various threats and hazards.

Threats and hazards fall into four general categories: natural hazards; technological hazards; biological hazards; and adversarial, incidental, and human-caused threats. The *Guide* features a chart that, while not exhaustive, shows a variety of threats and hazards schools might need to address in their plans. You can access the chart at http://devremsr2.seiservices.com/K12ThreatAndHSAnnex.aspx.

The planning team should select suitable assessment tools to identify a set of threats and hazard, and then to evaluate the risk posed by them. Evaluating risks entails understanding the probability that the specific threat or hazard will occur; the effects it will likely have, including the severity of the impact; the time the school will have to warn students and staff about the threat or hazard; and how long it may last. Assessments also help illuminate community partners' response capabilities and philosophies, response times, or communications constraints, and show how associated strengths or weaknesses might affect, and thus shape, some elements of an EOP. For example, if the school is located in an isolated region and response times for first responders are lengthy, procedures may need to be developed to empower schools to take different or additional protective measures than would be necessary for a school with a police force nearby.

Finally, the planning team should use the information it has compiled from the data and assessments to compare and prioritize the risks posed by threats and hazards. This will help

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Threat or Hazard: Fire

	BEFORE	DURING	AFTER
GOAL	Prevent a fire from occurring on school grounds	Protect students and staff from injury by fire or smoke	Restore a safe and healthy learning environment
OBJECTIVES	Provide fire prevention training to all students and staff Store combustible materials in fireproof containers Conduct regular OSHA assessments	Evacuate all persons from the building immediately Account for all persons Address medical health needs	Repair and clean up the physical environment Address mental health needs Communicate with stakeholders

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the team determine which threats and hazards it will include in the plan. It will also help the team develop appropriate protocols to respond effectively to those threats and hazards. Going through the process of identifying threats and hazards, and evaluating and prioritizing risks, will help the planning team take an all-hazards approach to emergency planning. It also will increase the capacity of the school to provide for the safety of its students, staff, and visitors in a wide range of potential emergency situations.

STEP 3: DETERMINE GOALS AND OBJECTIVES

Once the planning team has identified which threats and hazards it will address in its EOP, its next step is to develop goals and objectives to address them. Goals are the team's broad vision of what the school wants to accomplish in response to the threat or hazard; they define a successful outcome. Objectives, by contrast, are specific measureable actions that are necessary to achieve the goals. Planning teams should develop goals and objectives (as many as necessary) that address each threat or hazard in three timeframes: before, during, and after the incident. The box on the right displays an example of some possible goals and objectives for a fire hazard.

After the team has finished compiling the goals and objectives for each of its identified threats and hazards, it will find that certain common, critical functions apply to many types of emergencies. For example, accounting for the whereabouts and well-being of students, communicating with stakeholders, addressing medical needs, and even evacuation protocols are all examples of common critical functions for multiple types of threats or hazards. Other possible functions include lockdown, shelter-in-place, reunification, security, continuity of operations, and recovery. As the planning team assesses the school's needs, it may need to prepare different or additional functional annexes, or topic-based chapters, and identify goals and objectives for those as well.

STEP 4: PLAN DEVELOPMENT (IDENTIFY COURSES OF ACTION)

Once the planning team has established goals and objectives for all of its identified threats, hazards, and critical functions, it is time to get specific and identify courses of action to accomplish each of the objectives. This is where the team is challenged to address the who, what, when, where, and why for each threat, hazard, and function, and the many different ways an incident can unfold. The planning team considers the possible impacts using scenarios to create appropriate courses of action--feasible and well-designed response protocols for staff and students to implement during a variety of emergency circumstances. One of the most effective methods to figure out those practical, step-by-step courses of action is to take the planning team through a discussion of a hypothetical emergency scenario. As the scenario is discussed, the planning team will determine the amount of time available to respond, identify key decision points, and develop courses of action for that particular threat, hazard, or function. The graphic above provides an example of a scenario and the corresponding goal, objectives, and potential courses of action.

After developing possible courses of action for the scenario, the planning team will identify the resources necessary to accomplish each course of action as well as the training required to achieve the action effectively and efficiently. These are all important parts of the planning process that help teams develop emergency plans that are realistic, feasible, and adequate to meet the needs of a particular emergency situation and the whole school community.

STEP 5: PLAN PREPARATION, REVIEW, AND APPROVAL

In step 5, the planning team will take all the work it has done to this point and prepare a draft of the school's EOP. An effective one is presented in a logical way so users can find the information they need easily, is written in plain language that users can understand clearly, and is actionable and simple to follow. A traditional format for a school EOP has three major sections: (1) the Basic Plan, (2) Functional Annexes, and (3) Threat and Hazard Specific Annexes.

The Basic Plan section of the school EOP provides an overview of the school's approach to emergency operations. It addresses the overarching activities the school undertakes regardless of function, threat, or hazard. For a detailed description of the contents of this section, visit http://rems.ed.gov/K12BasicPlan.aspx.

The **Functional Annexes** section sets forth how the school will manage common, essential functions like evacuation, lockdown, communications, accounting for students, and so forth, before, during, and after an emergency.

The **Threat and Hazard Specific Annexes** section identifies specific protocols schools will follow to address the unique threats and hazards they may face.

The planning team will write the plan, various stakeholders will review it, and revisions will be made. Tools, such as quick reference guides and related documents, will be developed

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Example of Goals and Objectives for a Fire Hazard

SCENARIO

Local law enforcement informs school officials that a large capacity tanker truck carrying an unknown substance has over-turned nearby. In order to protect (seal off) students and staff from potentially hazardous materials, they are requesting the school initiate a "shelter-in-place" protocol until the substance can be identified.

Function: Shelter-in-Place

GOAL: DURING: Protect Students and Staff from Exposure to the Contaminant

OBJECTIVE

Notify all students and staff to follow shelter-in-place protocol

COURSES OF ACTION

- Make announcement on PA/intercom system
- Contact classes meeting outside using two-way radio
- Send runner to gym and music rooms to verify notification
- Call transportation to divert buses away from the area

OBJECTIVE

Provide immediate medical support before rooms are sealed

COURSES OF ACTION

- Deliver inhalers to designated students
- Move medically fragile students to health room
- Discreetly remind teachers of medical protocols

OBJECTIVE

Seal rooms within 3 minutes of notification

COURSES OF ACTION

- Close all windows and doors
- Seal gaps with wet towels
- Cover all openings to outdoors with plastic sheeting and tape

OBJECTIVE

Turn off HVAC system within 3 minutes of notification

COURSES OF ACTION

- Shut down master HVAC system for main building
- Shut down auxiliary HVAC system for gymnasium
- Close individual unit ventilators in portable classrooms

Continued from previous page

to present and communicate the plan effectively. Once the plan is finalized, it should be submitted to senior-level leaders for approval. At this point, the EOP can be distributed and shared with appropriate stakeholders. The team will need to determine what parts of the plan should be redacted and how this will be accomplished.

STEP 6: PLAN IMPLEMENTATION AND MAINTENANCE

Now that the major effort to create the school EOP has been accomplished, a number of critical activities that help to strengthen the effectiveness of the plan must follow. Stakeholders should be trained on the plan so it can be implemented effectively. Everyone involved in the plan — staff members, substitute teachers, students, volunteers, and community partners — needs to know her or his roles and responsibilities before, during, and after an emergency. This can be accomplished by having a meeting to orient stakeholders to the new or revised plan; touring key locations, such as evacuation routes, assembly areas, and utility shut-off locations; distributing plan documents and tools; posting key information throughout the school; and handing out essential resources related to the plan, such as shelter-in-place supplies or two-way radios. Customized plans for individuals who need accommodations to accomplish the emergency protocols also will need to be developed.

Continued on next page

QUICK REFERENCE GUIDE TO AN EMERGENCY

LOCKDOWN

1. Lock doors and windows.
2. Turn off lights.
3. Everyone on the floor and quiet.
4. Do not admit anyone.

EVACUATION

1. Evacuate the building.
2. Be prepared to take alternate route.
3. Gather in assembly areas.
4. Account for all students and staff.

SHELTER-IN-PLACE

1. Close windows and doors.
2. Seal gaps with wet towels.
3. Turn off HVAC systems.
4. Cover all openings to outdoors with plastic sheeting and tape.

Continued from previous page

Training on the threat, hazard, and functional annexes can be done in person and through demonstrations; online training videos or webinars; and drills, tabletop scenarios, and exercises. Setting up a regular schedule of drills and exercises provides stakeholders with consistent practice to increase the effectiveness of plan implementation, which may in turn lessen the impact on life and property in real emergencies. Drills and exercises also help to identify gaps and weaknesses in the plan or deficiencies in training, which is why it is always important to debrief and evaluate after conducting a drill, so corrections can be made. Districts and schools can provide training and conduct exercises in collaboration with community partners and relevant stakeholders. This can help inform everyone of the details of the plan, increase positive working relationships, and allow for more realistic practice, all of which help to increase effectiveness and provide for more safety in the event of an emergency.

Maintaining a relevant and up-to-date EOP is an ongoing and cyclical process. The EOP should be reviewed and revised regularly to account for lessons learned in real emergencies; new information and insights obtained from community partners; recent changes in policies or laws; and building reconfigurations or technology advances, as new threats and hazards emerge and as ongoing assessments generate new information. The planning team will need to collect out-of-date EOPs and distribute updated versions to all school and community partner stakeholders, and update related publications and social media venues.

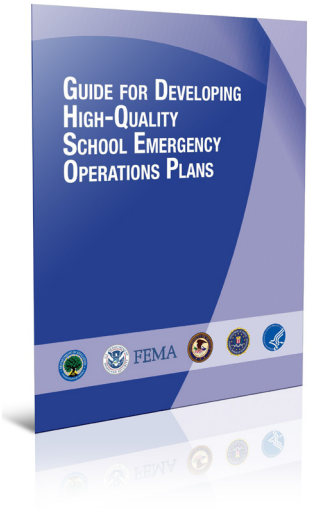
The Outcome: A High-Quality School EOP

A well-executed, collaborative planning process produces important outcomes, including strong relationships and a clear understanding of each other's roles and responsibilities; plan ownership, buy-in, and sustainability; and a customized, high-quality school EOP that serves the safety, security, and wellness needs of the whole school community.

Where to Find Additional Resources

Additional information on emergency planning guidance for schools, a downloadable copy of the School Guide, fact sheets, EOP development tools, and other resources can be found on the REMS TA Center website at http://rems.ed.gov.

Click on the picture to access an at-a-glance version of the *School Guide*, which provides details about the planning process and principles, as well as plan content, functional annexes, and threat- and hazard-specific annexes.

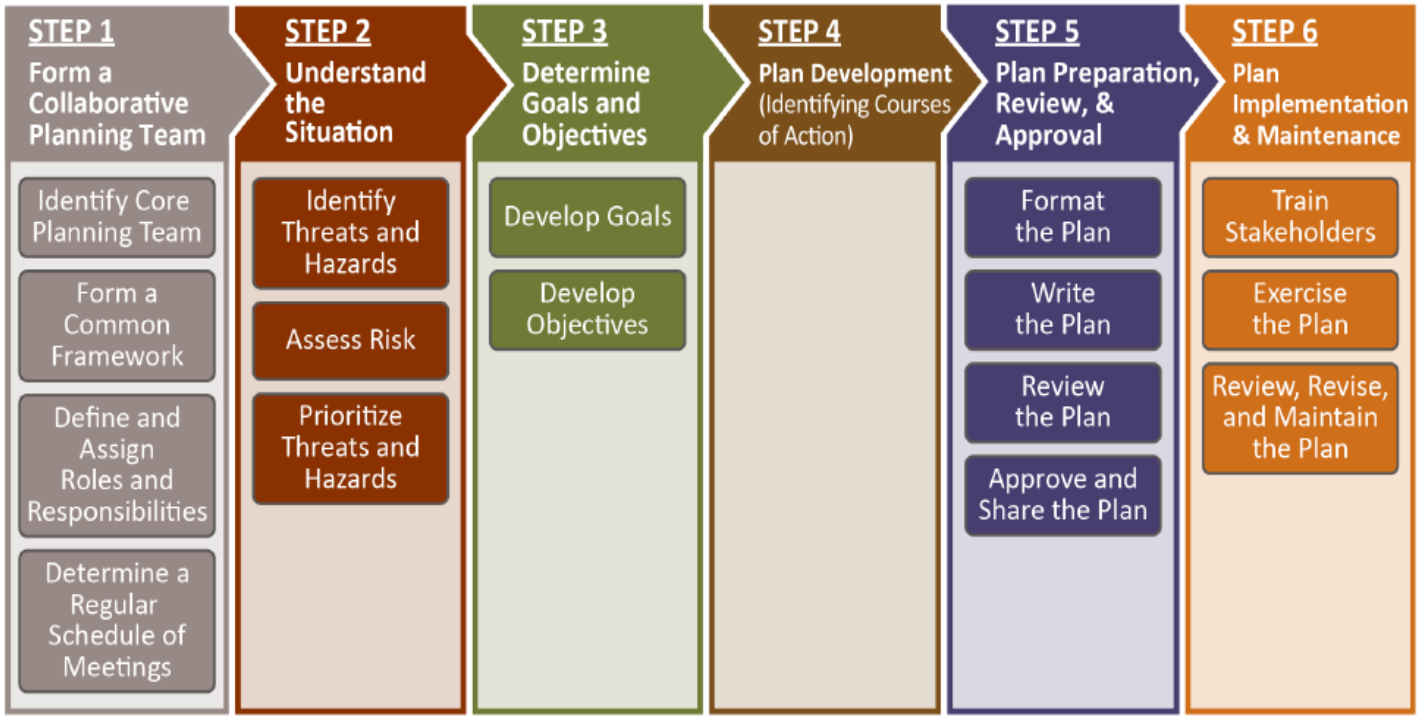


READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER
http://rems.ed.gov

This *REMS Express* publication was produced by the REMS TA Center with the assistance of Susan Graves, Safety Coordinator for the Lincoln County School District in Newport, Oregon. This publication was funded by the U.S. Department of Education's Office of Safe and Healthy Students under contract number GS-02F-0022X with Synergy Enterprises, Inc. The contracting officer's representative is Madeline Sullivan. All hyperlinks and URLs were accessed August 2014.

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

Six-Step Planning Process for Developing a High-Quality School EOP



Guide for Developing High-Quality School Emergency Operations Plans
Checklist

Each school day, our nation's schools are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students in public and nonpublic schools. Families and communities expect schools to keep their children and youths safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school emergency operations plan (EOP).

This checklist summarizes key elements that will help schools develop a systematic approach to developing an EOP. The full process of creating an EOP is discussed in detail in the *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*, published in 2013 by the U.S Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. The *School Guide* is available at: http://rems.ed.gov/GuideK12.aspx.

In order to identify current gaps in your school EOP planning process, as well as the EOP itself, please fill out the checklist below. Place a checkmark in the appropriate table row for key planning processes or plan elements that you and/or your planning team have undertaken or included in your EOP. Do not mark planning processes or plan elements as completed unless you have addressed all components for a particular process or element.

For example, the table row for ***Step 1: Form a Collaborative Planning Team*** cannot be filled until you are able to place a checkmark within **all** of the following table rows:

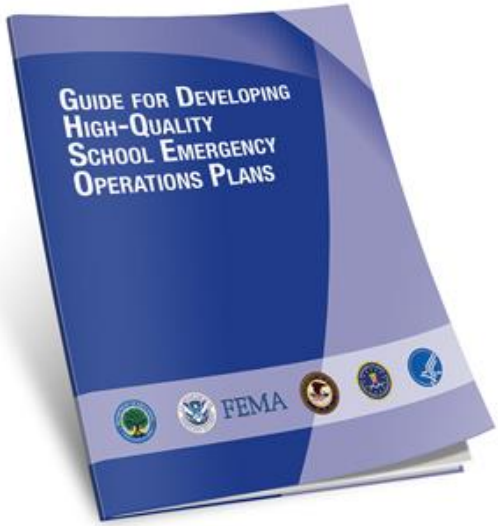
1. Identify Core Planning Team
2. Form a Common Framework
3. Define and Assign Roles and Responsibilities
4. Determine a Regular Schedule of Meetings

Activity – The Planning Process	*Activity Completed*
Step 1: Form a Collaborative Planning Team	
1. Identify Core Planning Team	
2. Form a Common Framework	
3. Define and Assign Roles and Responsibilities	
4. Determine a Regular Schedule of Meetings	
Step 2: Understand the Situation	
1. Identify Threats and Hazards	
2. Assess Risk	
a. Site Assessment	
b. Culture and Climate Assessment	
c. School Threat Assessment	
d. Capacity Assessment	
3. Prioritize Threats and Hazards	
Step 3: Determine Goals and Objectives	
1. Develop Goals	
2. Develop Objectives	
Step 4: Plan Development (Identifying Courses of Action)	
1. Identify Courses of Action	
a. Depict the scenario	
b. Determine the amount of time available to respond	
c. Identify decision points	
d. Develop courses of action	
2. Select Courses of Action	
3. Does your plan comply with the Americans with Disabilities Act (ADA)?	
Step 5: Plan Preparation, Review, and Approval	
1. Format the Plan	
2. Write the Plan	
3. Review the Plan	
4. Approve and Share the Plan	
Step 6: Plan Implementation and Maintenance	
1. Train Stakeholders	
a. Hold a meeting	
b. Visit evacuation sites	
c. Give involved parties appropriate and relevant literature on the plan, policies, and procedures	
d. Post key information throughout the building	
e. Familiarize students and staff with the plan and community partners	
f. Train staff on the necessary skills to fulfill their roles	

Step 6: Plan Implementation and Maintenance (continued)	
2. Exercise the Plan	
a. Tabletop exercises	
b. Drills	
c. Functional Exercises	
d. Full-scale exercises	
3. Review, Revise, and Maintain the Plan	
Activity – Plan Content (The Basic Plan)	***Activity Completed***
1. Introductory Material	
a. Cover Page	
b. Promulgation Documentary Signature Page	
c. Approval and Implementation Page	
d. Record of Changes	
e. Record of Distribution	
f. Table of Contents	
2. Purpose and Situation Overview	
3. Concept of Operations	
4. Organization and Assignment of Responsibilities	
5. Direction, Control, and Coordination	
6. Information Collection, Analysis, and Dissemination	
7. Training and Exercises	
8. Administration, Finance, and Logistics	
9. Plan Development and Maintenance	
10. Authorities and References	
Activity – Functional Annexes Content	***Activity Completed***
1. **Evacuation Annex**	
2. **Lockdown Annex**	
3. **Shelter-in-Place Annex**	
4. **Accounting for All Persons Annex**	
5. **Communications and Warning Annex**	
6. **Family Reunification Annex**	
7. **Continuity of Operations (COOP) Annex**	
8. **Recovery Annex**	
a. Academic Recovery	
b. Physical Recovery	
c. Fiscal Recovery	
d. Psychological and Emotional Recovery	
Activity – Threat-and Hazard-Specific Annexes	***Activity Completed***
1. **Natural Hazards**	
2. **Technological Hazards**	
3. **Biological Hazards**	
4. **Adversarial, Incidental, and Human-caused Threats**	

Activity – A Closer Look	*Activity Completed*
1. **Information Sharing**	
a. Family Educational Rights and Privacy Act (FERPA)	
b. Health Insurance Portability and Accountability Act of 1996 (HIPAA)	
2. **Psychological First Aid for Schools (PFA-S)**	
3. **School Climate and Emergencies**	
a. Conduct a Comprehensive Needs Assessment	
b. Use Multi-Tiered Interventions and Supports	
c. Promote Social and Emotional Competencies	
4. *Active Shooter Situations*	
a. Preparing for an ***Active Shooter Situation***	
i. Planning	
ii. Sharing Information With First Responders	
b. Exercises	
c. Preventing an ***Active Shooter Situation***	
d. Threat Assessment Teams	
e. Responding to an ***Active Shooter Situation***	
i. Respond Immediately	
ii. Run	
iii. Hide	
iv. Fight	
f. Interacting With First Responders	
g. After an ***Active Shooter*** Incident	

An Overview of the *School Guide*



On June 18, 2013, the White House released the Federal *Guide for Developing High-Quality School Emergency Operations Plans* (*School Guide*). The *School Guide* aligns with and builds upon years of emergency planning work by the Federal government and is the first joint product of DHS, DOJ, ED and HHS on this critical topic. It describes a practical six step planning process for developing a high-quality school emergency operations plan (EOP). The resulting plan builds capacity in preparedness and its five mission areas: prevention, mitigation, protection, response, and recovery.

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

PREVENT
PROTECT
MITIGATE
RESPOND
RECOVER

Supporting K–12 School Emergency Management

Our nation's K-12 schools and school districts are entrusted to provide a safe and healthy learning environment for students and staff. Faced with emergencies ranging from *active shooter situations* to fires, tornadoes, floods, hurricanes, earthquakes, and pandemic influenza, this is no easy task. Many of these emergencies occur with little to no warning. It is critical for all schools and school districts—public and non-public, large and small, rural and urban—to plan ahead to help ensure the safety and general welfare of all members of their school community.

What is the REMS TA Center?

The U.S. Department of Education (ED), Office of Safe and Healthy Students (OSHS) administers the REMS TA Center to serve as a hub of information and services. We support K-12 schools, school districts, and their community partners in the development of high-quality emergency operations plans (EOPs) and the implementation of comprehensive emergency management planning efforts.

Who do we serve?

- Public, Non-Public, and Private K-12 Schools and School Districts
- Local and State Educational Agencies
- Community Partners
- Current or Former Grantees
- Key Stakeholders in K-12 Emergency Management
- Law Enforcement and Emergency Medical Services Personnel

EOP Interactive Tools

We offer interactive tools to support individuals and planning teams in assessing their knowledge of concepts fundamental to emergency management. Schools can use these tools to create new plans as well as to revise or update existing plans and help align their emergency planning practices with those at the national, state, and local levels. Learn more about our tools at http://rems.ed.gov/EOP_InteractiveTools.

Community of Practice

Our virtual space is open to schools, school districts, and their community partners to collaborate on special projects, share news and resources, discuss trends and ideas, and learn from the experiences of others in the field. Join the Community of Practice at http://rems.ed.gov/COP.

On-site Trainings by Request (TBRs)

We offer a variety of train-the-educator and train-the-trainer TBRs on topics ranging from developing EOPs to the basics and benchmarks of threat assessments at no cost. Visit http://rems.ed.gov/TA_TrainingsByRequest.aspx to view TBR topics, check your eligibility, and to request a training.

Virtual Trainings

We offer a diverse set of trainings, including downloadable Webinars and self-paced online courses, to practitioners in the field of school emergency management. Topics include Developing EOPs 101, Implementing Psychological First Aid (PFA), Information Sharing, and Preparing for *Active Shooter Situations*. View our virtual trainings at http://rems.ed.gov/TA_VirtualTrainings.

Tool Box

We maintain an interactive and virtual library of tools developed by emergency managers in the field and containing relevant resources pertinent to the needs of local education agencies, schools, and their community partners as they engage in the process of emergency preparedness planning. Access resources and submit your tool at http://rems.ed.gov/ToolBox.

Technical Assistance

REMS TA Center staff are available by email (info@remstacenter.org) and toll free telephone (855-781-REMS [7367]) to respond to requests for assistance on a variety of topics pertaining to emergency operations planning for schools and school districts. Submit your TA request using our interactive TA Request Form: http://rems.ed.gov/TA_Submissions.

To access the new Federal guidance on developing a high quality school EOP, visit http://rems.ed.gov/K12GuideForDevelHQSchool.

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

TA Center Topical Resource Overview

REMS TA Center Informational Resources for K–12 Schools, by Topic

Planning Resources

The Five Preparedness Missions

PREVENTION, PROTECTION, MITIGATION, RESPONSE, RECOVERY

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Website	Related Resources (PPD-8)

Planning Elements

ALL-HAZARDS PLANNING AND USING ASSESSMENTS TO CUSTOMIZE PLANS TO THE BUILDING LEVEL

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan*
Webinar	Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
Interactive Tool	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
TA Center Website	Related Resources (Planning Principles)

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

TA Center Topical Resource Overview

Planning Elements (continued)

EMERGENCY PLANNING FOR PERSONS WITH DISABILITIES

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan*
Webinar	Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Packages	Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs Overview of the Six Step Planning Process
Interactive Tools	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
TA Center Tool Box	Planning Guidelines
TA Center Website	Related Resources (Planning Principles)

PARTNERSHIP BUILDING/COMMUNITY COLLABORATION

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan*
Webinars	Developing High-Quality School EOPs: A Collaborative Process (October 2014) Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
Interactive Tool	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
Community of Practice	Developing High-Quality EOPs for Schools
TA Center Website	Related Resources (Planning Principles)

Planning Elements (continued)

PLANNING THAT CONSIDERS ALL SETTINGS AND TIMES

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *Lessons Learned—Emergency Management Planning for After-School Programs Focus: Napa County Office of Education* *REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan*
Webinar	Developing High-Quality School EOPs: An Overview (August 2013)
Online Courses	School EOPs In-Depth: Planning for Large Events Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Packages	Large Event Planning Overview of the Six Step Planning Process
Interactive Tools	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
TA Center Tool Box	Planning Guidelines
TA Center Website	Related Resources (Planning Principles)

Planning Process

FORMATION OF A SCHOOL PLANNING TEAM

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—K–12 Six Step Planning Process*
Webinar	Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
Interactive Tools	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
TA Center Website	Related Resources (Step 1: Form a Collaborative Planning Team)

Planning Process (continued)

CAPACITY ASSESSMENTS

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Website	Related Resources (Step 2: Understand the Situation)

CULTURE AND CLIMATE ASSESSMENTS

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	How Positive School Climate Can Enhance School Safety (September 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Website	Related Resources (Step 2: Understand the Situation)

SITE ASSESSMENTS

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Tool Box	Checklists
TA Center Website	Related Resources (Step 2: Understand the Situation)

Planning Process (continued)

THREAT ASSESSMENTS OF INDIVIDUALS

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Threat Assessment in Schools: Basics and Benchmarks Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Website	Related Resources (Step 2: Understand the Situation)

PROCESS FOR PRIORITIZING THREATS AND HAZARDS

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—K–12 Six Step Planning Process*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
Interactive Tools	EOP ASSESS, EOP ASSIST, and EOP EVALUATE
TA Center Website	Related Resources (Step 2: Understand the Situation)

Planning Process (continued)

SCENARIO-BASED PLANNING

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—K–12 Six Step Planning Process*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
Community of Practice	Using Scenario-Based Planning

DRILLS AND EXERCISES

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—K–12 Six Step Planning Process*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Overview of the Six Step Planning Process
TA Center Tool Box	Checklists, Drills, Tabletops, or Other Exercises, Reports, and Templates
TA Center Website	Related Resources (Step 6: Plan Implementation and Maintenance)

Additional Planning Topics

PSYCHOLOGICAL FIRST AID

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *Success Stories—Psychological First Aid for Students and Teachers: Listen, Protect, Connect—Model & Teach*
Webinars	Implementing Psychological First Aid in School and Postsecondary Settings (August 2013) Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator
TA Center Website	Psychological First Aid for Schools

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)/ HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)

Publications	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinars	Information Sharing for Schools and Postsecondary Institutions (August 2013) Developing High-Quality School EOPs: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Website	Information Sharing: Family Educational Rights and Privacy Act (FERPA) Information Sharing: Health Insurance Portability and Accountability Act of 1996 (HIPAA)

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)/INCIDENT COMMAND SYSTEM (ICS)

TA Center Tool Box	Drills, Tabletops, or Other Exercises, Organizational Charts, Procedures, Reports, School Policies, and Tools
TA Center Website	NIMS Implementation

Resources on Functions

Evacuation, Lockdown, Shelter-in-Place, Accounting for All Persons, and Communications/Warning

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—All-Hazards National Oceanic and Atmospheric Administration Weather Radio Network Now Available*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Tool Box	Checklists, Planning Guidelines, Procedures, Templates, and Tools
TA Center Website	Related Resources (Evacuation Annex) Related Resources (Communications and Warning Annex)

Family Reunification

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Community of Practice	Family Reunification—Techniques That Work
TA Center Tool Box	Job Descriptions
TA Center Website	Related Resources (Family Reunification Annex)

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

TA Center Topical Resource Overview

Continuity of Operations Planning

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Courses	School EOPs In-Depth: Developing a COOP Annex Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
Specialized Training Package	Continuity of Operations Planning
TA Center Tool Box	Planning Guidelines
TA Center Website	Related Resources (COOP Annex)

Academic Recovery, Physical Recovery, Fiscal Recovery, Psychological, and Emotional Recovery

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *REMSExpress—Paying Tribute to Deceased School Community Members* *Lessons Learned—Recovering from Natural Disasters: Preparation Is Key* *Lessons Learned—A Coordinated Response to Multiple Deaths in a School Community Helps the Healing Begin* *Lessons Learned—Bus Crash at Lakeview Public Schools*
Webinars	Implementing Psychological First Aid in School and Postsecondary Settings (August 2013) Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Courses	School EOPs In-Depth: Developing a Bereavement and Loss Annex Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator

Academic Recovery, Physical Recovery, Fiscal Recovery, Psychological, and Emotional Recovery (continued)

Specialized Training Package	Responding to Bereavement and Loss
TA Center Tool Box	Tools
TA Center Website	Related Resources (Recovery Annex)

Public Health, Medical Health, and Mental Health

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Tool Box	Drills, Tabletops, or Other Exercises and Tools
TA Center Website	Related Resources (Public Health, Medical, and Mental Health Annex)

Security (e.g., Law Enforcement, Crime Prevention Through Environmental Design [CPTED])

Publication	*Guide for Developing High-Quality School Emergency Operations Plans*
Webinar	Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Online Course	Developing Emergency Operations Plans (EOPs) K–12 101
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Tool Box	Checklists, Memorandum of Understanding (MOU), School Policies, and Tools
TA Center Website	Related Resources (Security Annex)

Resources on Threats and Hazards

Natural Hazards

EARTHQUAKES, TORNADOES, LIGHTNING, SEVERE WIND, HURRICANES, FLOODS, WILDFIRES, EXTREME TEMPERATURES, LANDSLIDES/MUDSLIDES, TSUNAMIS, VOLCANIC ERUPTIONS, AND WINTER PRECIPITATION

Publications	*Lessons Learned—Recovering from Natural Disasters: Preparation Is Key* *Success Stories—ShakeCast: How the Los Angeles Unified School District Uses Technology to Prepare for and Respond to Earthquakes* *Lessons Learned—Communication and Collaboration During Natural Disasters: The Lessons Learned From Past Experience*
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Website	Related Resources (Threat- and Hazard-Specific Annexes)

Technological Hazards

EXPLOSIONS/ACCIDENTAL RELEASE OF TOXINS, HAZARDOUS MATERIALS FROM WITHIN THE SCHOOL, HAZARDOUS MATERIALS RELEASES FROM MAJOR HIGHWAYS OR RAILROADS, RADIOLOGICAL RELEASES FROM NUCLEAR POWER STATIONS, DAM FAILURE, POWER FAILURE, AND WATER FAILURE

Publication	*Lessons Learned—Incorporating Chemical Hazards into an Emergency Management Plan*
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Tool Box	Drills, Tabletops, or Other Exercises
TA Center Website	Related Resources (Threat- and Hazard-Specific Annexes)

Biological Hazards

INFECTIOUS DISEASES, SUCH AS PANDEMIC INFLUENZA, EXTENSIVELY DRUG-RESISTANT TUBERCULOSIS, *STAPHYLOCOCCUS AUREUS*, AND MENINGITIS

Publications	*Lessons Learned—Managing an Infectious Disease Outbreak in a School* *Lessons Learned—Coordinating a Response to H1N1: One District's Experiences* *Lessons Learned—H1N1: Responding to an Outbreak in New York City Schools*
Online Course	School EOPs In-Depth: Planning for Infectious Diseases
Specialized Training Package	Infectious Disease Planning
Community of Practice	Infectious Disease/Pandemic Protocol
TA Center Tool Box	Planning Guidelines, Procedures, and Templates
TA Center Website	Related Resources (Keeping Students and Staff Safe from Infectious Diseases) Related Resources (Supporting Continuity of Teaching and Learning During an Emergency)

FOOD SAFETY AND FOOD DEFENSE

Online Course	School EOPs In-Depth: Developing a Food Contamination Annex
Specialized Training Package	Developing a Food Contamination Annex
TA Center Tool Box	Checklists Planning Guidelines

Adversarial, Incidental, and Human-Caused Threats

FIRE, CRIMINAL THREATS OR ACTIONS, GANG VIOLENCE, BOMB THREATS, AND DOMESTIC VIOLENCE AND ABUSE

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *Lessons Learned—Responding to School Walkout Demonstrations* *Lessons Learned—A Coordinated Response to Multiple Deaths in a School Community Helps the Healing Begin* *Lessons Learned—Bus Crash at Lakeview Public Schools*
Trainings by Request	Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Website	Related Resources (Threat- and Hazard-Specific Annexes)

ACTIVE SHOOTER SITUATIONS

Publications	*Guide for Developing High-Quality School Emergency Operations Plans* *Lessons Learned—Responding to and Recovering From an Active Shooter Incident That Turns Into a Hostage Situation* *Success Stories—Dealing With Weapons on Campus*
Webinars	Active Shooter Situations: Describing Unique Challenges Involved in Preparing for, Responding to and Recovering from a School-Based or Postsecondary Institution Shooting (August 2013) Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)
Trainings by Request	Threat Assessment in Schools: Basics and Benchmarks Developing Emergency Operations Plans K–12 101 Train-the-Trainer Developing Emergency Operations Plans K–12 101 Train-the-Educator
TA Center Tool Box	Drills, Tabletops, or Other Exercises
TA Center Website	Related Resources (*Active Shooter Situations*)

Adversarial, Incidental, and Human-Caused Threats (continued)

CYBER ATTACKS

Webinar	Integrating Cybersecurity with EOPs for K–12 Schools (November 2014)
TA Center Tool Box	Drills, Tabletops, or Other Exercises
TA Center Website	Related Resources (Threat- and Hazard-Specific Annexes)

SUICIDE

Publications	*Lessons Learned—Coping With Multiple Suicides Among Middle School Students* *Lessons Learned—Coping With the Death of a Student or Staff Member* *Lessons Learned—Responding to a Suicide Cluster: Palo Alto School District*

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

EOP Interactive Tools

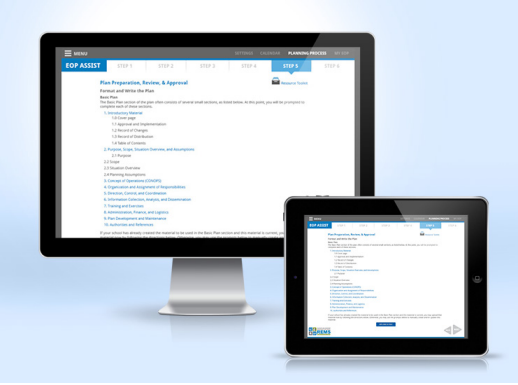
The U.S. Department of Education and the REMS TA Center present

A Free Web-Based App to Create Your School EOP

Our nation's schools and districts are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary students each school day, and communities expect schools to keep children safe from threats and hazards. For school administrators and emergency management personnel, creating a comprehensive emergency operations plan (EOP) can be a daunting task, and may lead to several questions such as: Who should be involved in the planning process? How do we engage the community? How do local emergency services, first responders, and others integrate into our plan?

What is EOP ASSIST?

To help school administrators and emergency management personnel create or revise their EOPs, the REMS TA Center has created a free software application (app): **EOP ASSIST**. It is a user-friendly application that walks school and district emergency management personnel through the six step planning process for creating a customized school EOP recommended in the *Guide for Developing High-Quality School Emergency Operations Plans (Guide)*.



EOP ASSIST's features allow schools to:

- Facilitate collaboration among school planning team members;
- Compile all emergency management information in a single location;
- Access relevant resources and help topics directly through the application interface throughout the planning process;
- Generate a comprehensive school EOP based on the Federal guidance and recommendations;
- Revise the EOP, as necessary, to address changes in state, local, or district policies and/or other factors such as resource availability;
- Export and edit the plan for inclusion in school-level and district-level emergency management manuals; and
- Schedule EOP reviews or meetings, and set deadlines for submitting EOPs.

DID YOU KNOW...?

- In June 2013, the White House released the ***Guide***, which is a joint product of six Federal agencies and builds upon years of emergency planning work by the Federal government.
- It responds to the concerns voiced by stakeholders following recent emergency events, and is customized to the needs of the school community.
- Schools can use the ***Guide*** to meet their goal of creating or revising their EOPs to align their practices with those at the national, state, and local levels.

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER
http://rems.ed.gov

If you have questions or need additional assistance, please contact the REMS TA Center at 1 (855) 781-REMS [7367] or via e-mail at info@remstacenter.org.

DEPARTMENT OF EDUCATION · UNITED STATES OF AMERICA

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

EOP Interactive Tools

District-wide EOP Management Options

EOP ASSIST also incorporates district-wide EOP management options including the following:

- Providing district administrators and emergency management personnel with the ability to input EOP information for each school;
- Allowing district personnel to view EOPs from individual schools and ensure that they incorporate all district-level requirements;
- Managing user access for each school's planning team;
- Sharing plans to assist individual schools in their planning process; and
- Monitoring the progress of schools in developing their EOPs to provide assistance where necessary.

Server requirements: **EOP ASSIST** is compatible with Apache HTTP Server. The platform and back-end database use PHP and MySQL, both freely available and compatible with Windows and Linux servers.

Client requirements: Windows, OS X, or Linux operating system running a Web browser such as Internet Explorer, Google Chrome, Safari, or Mozilla Firefox.

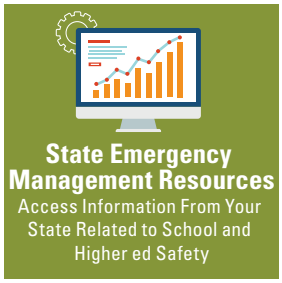
A Secure, Sever-Based Application

EOP ASSIST is a secure, server-based application that has features including the following:

- **Local server installation.** Information is collected and stored at the district (or school) level, and not shared with any other entity.
- **Role-based log ins.** Administrators can assign roles to ensure that users only have access to information relevant to their position on the planning team.
- **Secure Sockets Layer (SSL) compatibility.** EOP ASSIST will work within the district's or school's existing security framework, and is compatible with SSL security protocols.
- **Multi-platform compatibility.** EOP ASSIST runs in a Web browser and does not require any plug-ins. Client computers can run any operating system and still access the application.

Install EOP ASSIST today at http://rems.ed.gov/EOPASSIST.aspx.

Check out the REMS TA Center's Website and Resources at http://rems.ed.gov



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