

# Welcome



# Agenda

**10:00 – 10:15**

**Welcome + Introductions**

**– Why we are here**

**10:15 – 10:30**

**What is SEMP and its  
Importance**

**10:30 – 11:15**

**Introduction to the  
ToolKit**

**11:15 – 11:30**

**Questions**

# All-Hazards Approach to School Emergency Management Planning (SEMP)



# Active shooter

- Why do these **incidents** get our attention?
  - High profile event
  - National media
  - More **violent**
  - Reopen discussion on **gun rights**



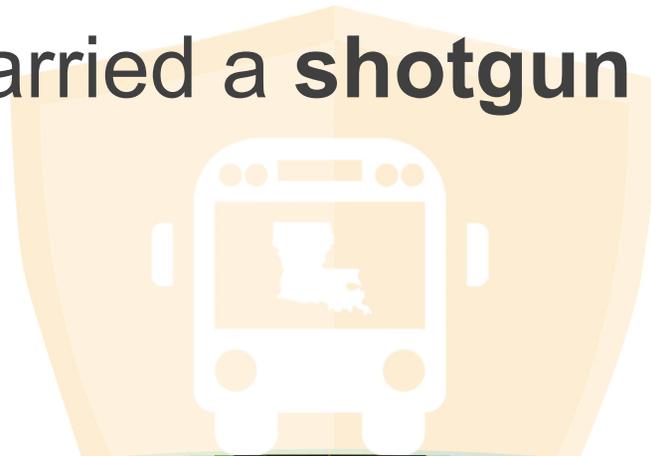
PROTECTING SCHOOLS. SAVING LIVES.

# School violence history

- **July 26, 1764** at **Enoch Brown School** near Greencastle, PA.
- **Pontiac's Rebellion** school massacre
  - School master and **nine (9)** children killed.
  - **Two (2)** children survived their wounds.
  - **Four (4)** children abducted.

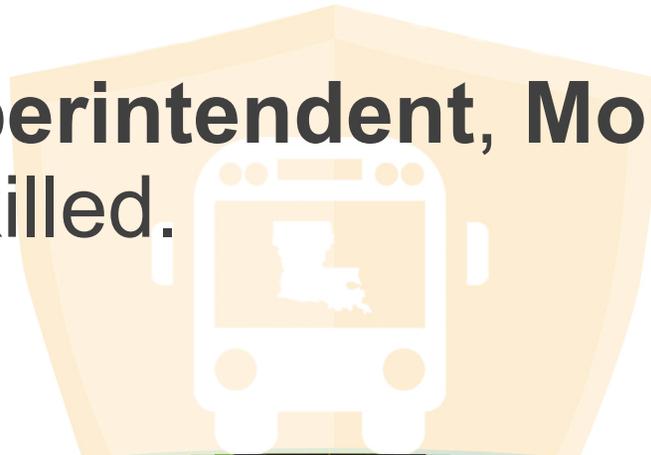
# First recorded school shooting in Louisiana

- **July 25, 1880** in Baton Rouge
- Morris Behrues with his newly married girlfriend carried a **shotgun** to Sunday School.



# First recorded school shooting in Louisiana (Continued . . .)

- Morris' cousin Charles was in **love** with the same girl and was out to get them... and he was **armed**.
- School **superintendent, Morris and three (3)** others killed.



# School violence statistics

YEAR	INCIDENTS	CASUALTIES	
		KILLED	INJURED
1764-1989	232(.96/yr)	—	—
1990-1999	44 (4.4/yr)	<b>84</b>	<b>122</b>
2000-2009	47 (4.7/yr)	<b>92</b>	<b>113</b>
2010-2015	96 (19.2/yr)	<b>101</b>	<b>126</b>



# Statistics

- 2013 survey by **U.S. Department of Education (DOE)** found:
  - **85%** of public schools recorded one (1) or more incidents of **violence, theft or other crimes.**
  - **9%** of school **teachers** report being **threatened with injury.**

# Statistics

(Continued . . .)

- **32%** of students report that **illegal drugs** were made available to them at school.



# Transportation-related

## 2003-2012

- **1,222** fatal school transportation-related crashes.
  - **174** school-age children died in related crashes.
  - **55** were occupants of school vehicles.
  - **119** were pedestrians.



# Transportation-related

(continued . . .)

- Remaining **1,048** fatalities were either the **bus driver** or **occupants** of the **vehicles** involved in a **crash** with school transportation.



# Fire-related

## 2007-2011

- **5,690** structure fires in educational properties.
- On average, **85** fire injures and **\$92 million** in direct property damage annually.



# Weather-related

## 2007-2013

- **15 fatalities** on school properties from **weather-related events**.



# Clearly there . . .

- Are emergencies.
- Is a need for **emergency response planning.**



Emergency Operations Plans  
(EOPs) **must** address **ALL**  
hazards.



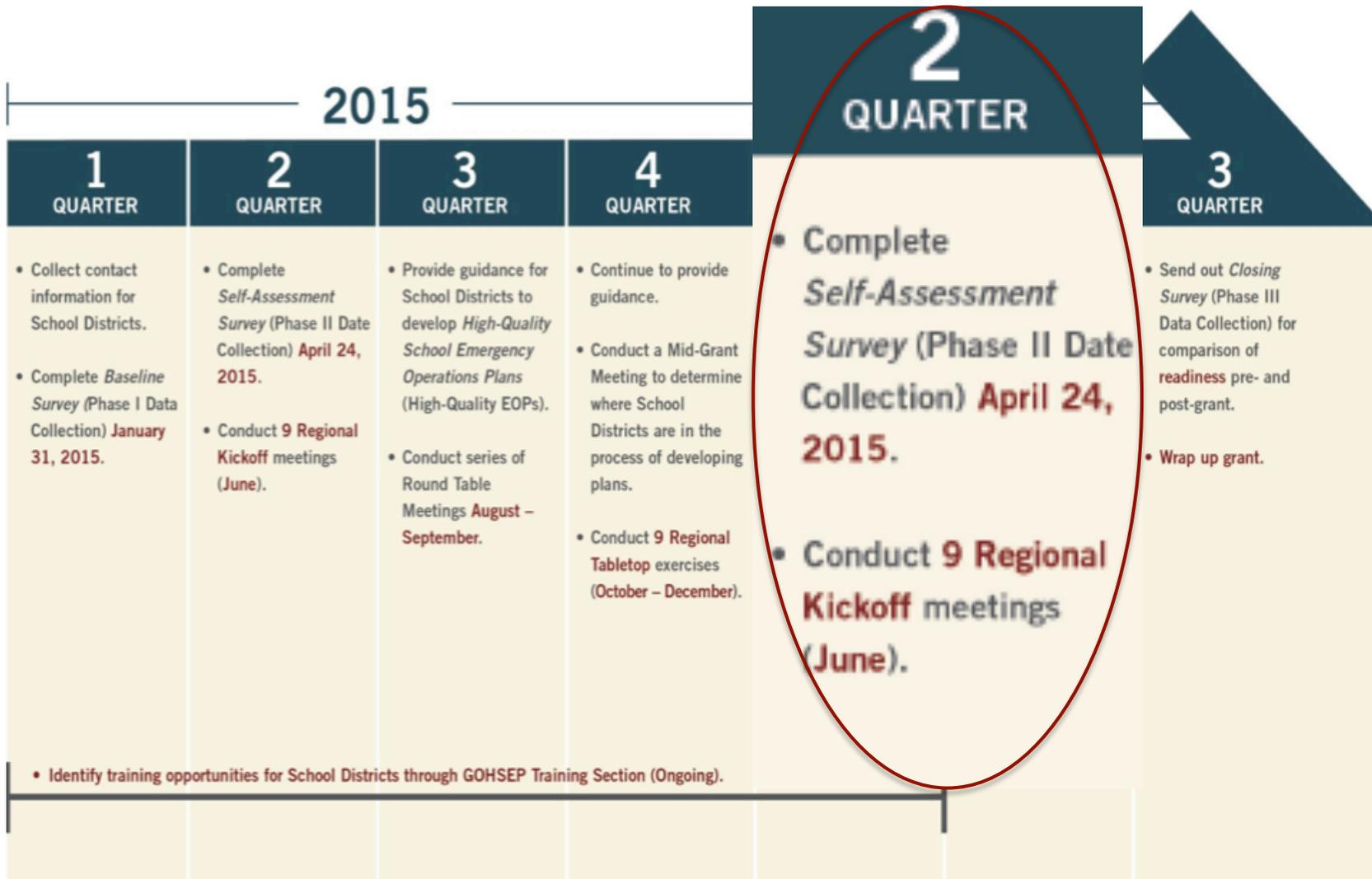
# School Emergency Management Planning (SEMP)



# Regional statewide kickoff workshops

Date	Region	Time	Location
June 2, 2015	2	10:00a-11:30a	Louisiana State University (LSU), Dalton Woods Auditorium, Baton Rouge, LA
June 8, 2015	1	10:00a-11:30a	Bonnabel High School, 2801 Bruin Drive, Kenner, LA
June 10, 2015	9	10:00a-11:30a	Tangipahoa Parish Environmental Services, 15485 W. Club Deluxe Road, Hammond, LA
June 16, 2015	3	10:00a-11:30a	St. Charles Sheriff's Office, 260 Judge Edward Dufresne Parkway, Luling, LA
June 17, 2015	4	10:00a-11:30a	Abdallah Hall, 635 Cajundome Boulevard, Lafayette, LA
June 18, 2015	5	10:00a-11:30a	Calcasieu Parish Emergency Operations Center (EOC), 901 Lakeshore Drive, Suite 200, Lake Charles, LA
June 23, 2015	6	10:00a-11:30a	Mega Shelter, 8125 Highway 71 South, Alexandria, LA
June 24, 2015	8	10:00a-11:30a	Ouachita Parish Fire Training, 1000 New Natchitoches Road, West Monroe, LA
June 25, 2015	7	10:00a-11:30a	Bossier Sheriff's Office Sub-Station, 2510 Viking Drive, Bossier City, LA

# Quarterly timeline



# SEMP participation

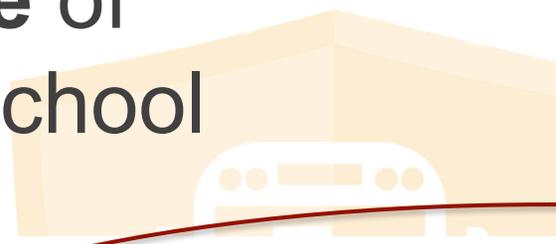
- **Who** should participate?
  - School district **superintendents**.
  - **Risk Managers**.
  - Building **maintenance staff** responsible for school **security**.
  - **Security staff**.
  - Designated point of contact (**POC**) for this grant.
  - **Stakeholders** in school campus **safety**.

# School Emergency Management Planning (SEMP)

- By having plans in place to keep **students** and **staff safe**, schools play a **key role** in . . .
  - taking **preventative** and **protective measures** to *stop* an emergency from occurring OR *reduce* the impact of an incident.

# School Emergency Management Planning (SEMP) (Continued . . .)

- Lessons learned from school emergencies highlight the importance of preparing school EOPs.



LASEMP LOUISIANA TOOLKIT FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS (HIGH-QUALITY EOP TOOLKIT) PROTECTING SCHOOLS. SAVING LIVES.

## Grants To States For School Emergency Management Planning (SEMP)

### FACT SHEET

**What Is School Emergency Management Planning (SEMP)?**  
 Lessons learned from school emergencies such as the tragic events of Sandy Hook highlight the importance of preparing school officials and first responders to develop and implement emergency operations plans (EOPs). By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring OR reduce the impact of an incident.

Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners and provide instructions before first responders arrive. They also work with community partners and governmental organizations that have a responsibility identified in the school EOP to provide a cohesive, coordinated response to events as they unfold. Community partners include first responders – law enforcement, fire service, emergency medical service and emergency management personnel – as well as public and mental health entities.

**Why Is SEMP Important?**  
 Each school day our Nation's schools are entrusted to provide a safe and healthy learning environment for approximately 66 million elementary and secondary school students in public and nonpublic schools. Families and communities expect schools to keep their children safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks and accidents).

Local schools need to be prepared to respond and meet the challenges of natural or man-made emergencies or disaster events. In collaboration with local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school EOP – a school-based plan that specifically addresses the development of all-hazards, high-quality emergency operations plans.

**What Is Louisiana's Goal In School EOP Development?**  
 Louisiana's goal for school EOP development is to help ensure every student, teacher and school employee is in a safe and secure facility and prepared to respond in the event of an emergency or disaster incident. To help achieve that goal, Act 313 of the 2001 Louisiana Regular Legislative Session mandates that all elementary and secondary public schools prepare, maintain and exercise a crisis management and response plan.

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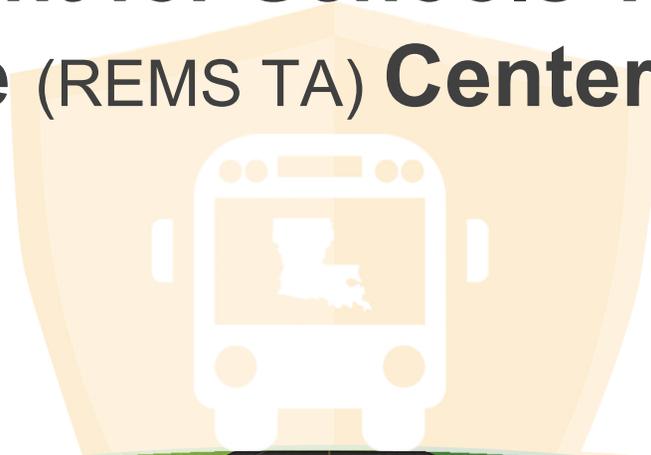


FACT SHEET

What Is School Emergency

# SEMP grant

- A grant from the **U.S. Department of Education** (DOE)  through the **Readiness and Emergency Management for Schools Technical Assistance** (REMS TA) **Center**  .



# SEMP grant

(Continued . . .)

- Grants are **awarded** through the *Grants to States for School Emergency Management Planning* (SEMP) program.



# SEMP grant purpose

- Provides assistance to **local school districts** for emergency operations planning.
- **Builds capacity** at the district and local levels for ongoing **all-hazards emergency operations planning**.

# SEMP grant purpose (Continued . . .)

- Goal is to *ensure* school and campus **safety** and the **appropriate response** from on-scene staff in the event of an emergency or disaster.



# Why is SEMP important?

- Each school day our Nation's schools are **entrusted** to provide a safe and healthy learning environment for approximately **55 million** students in **public** and **nonpublic** schools. SOURCE: [nces.ed.gov](https://nces.ed.gov)



# Why is SEMP important?

(Continued . . .)

- **Families and communities** expect schools to keep their **children** safe.
- **Planning and exercising** of the plans help assure these **expectations** are met.



# Why is SEMP important?

(Continued . . .)

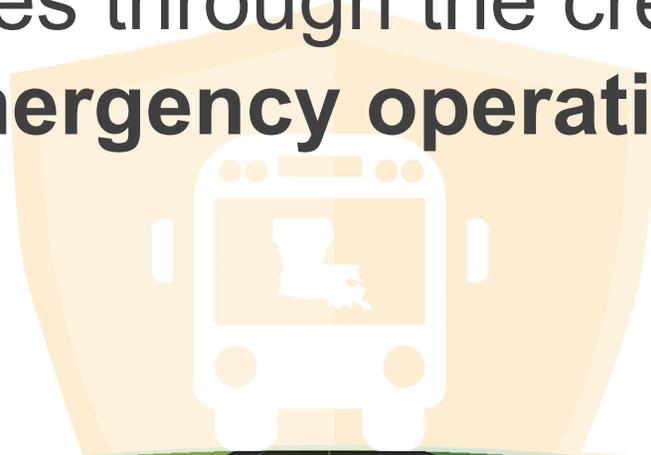
- Local schools need to be prepared to **respond and meet** the challenges of **natural or man-made emergencies or disaster events.**



# Why is SEMP important?

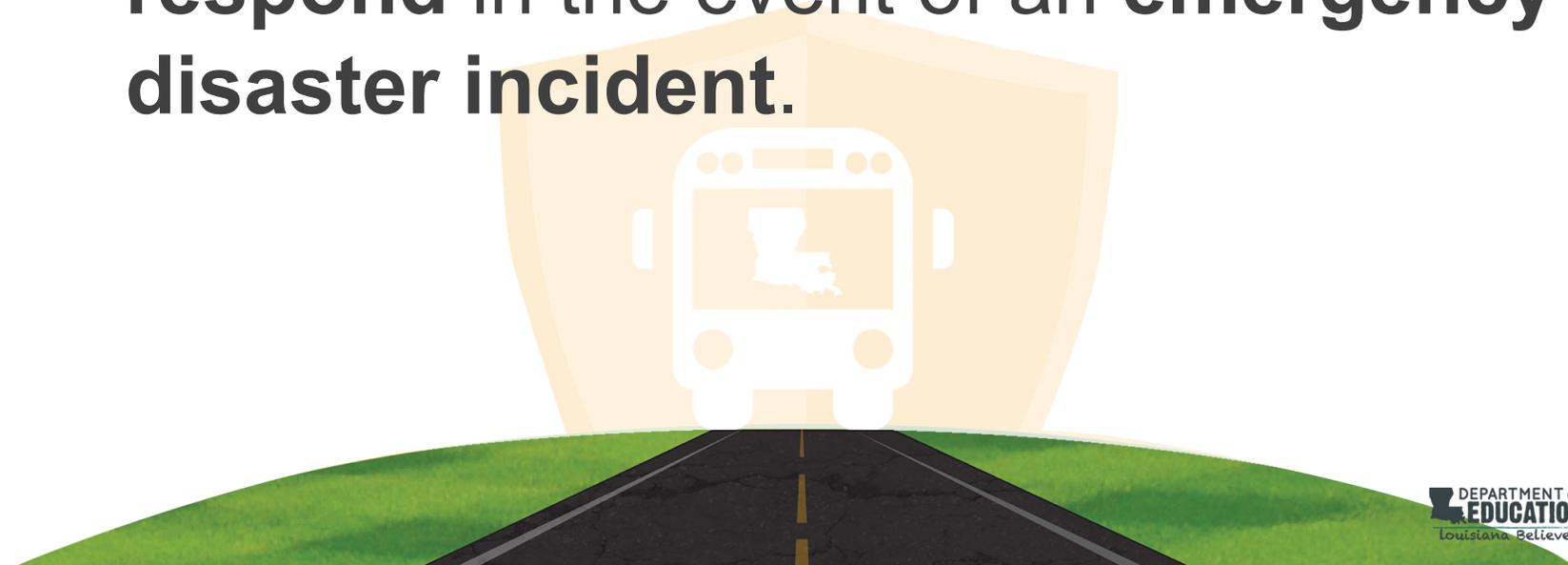
(Continued . . .)

- In collaboration with **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)**.



# Louisiana's goal

- Our goal is to help ensure *every student, teacher and school employee* is in a **safe and secure** facility and *prepared* to **respond** in the event of an **emergency or disaster incident**.



# Louisiana High-Quality EOP ToolKit

- Brings together elements of emergency management for:
  - **Natural and human-caused incidents.**
  - **Interpersonal violence.**
  - **Threats** to self or others.
  - Any other type of **incident** that may affect the school districts or individual schools in Louisiana.

# High-Quality EOP ToolKit

(Continued . . .)

- **Allows** each school within that district to meet **specific local needs**.



# Organization

## 11 sections:

- Letter
- How to Use this ToolKit
- Program Description
- Developing High-Quality School Emergency Operations Plans (High-Quality EOPs)
- SAMPLE EOP
- SAMPLE Governance Documents
- SAMPLE Exercise Development Tools
- Training Opportunities
- SAMPLE Emergency Operations Procedures Flipbook
- Appendix
- References

# Organization

(continued . . .)

**LASEMP** LOUISIANA TOOLKIT FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS (HIGH-QUALITY EOP TOOLKIT)  
PROTECTING SCHOOLS. SAVING LIVES.

## Table Of Contents

- 1) LETTER
- 2) HOW TO USE THIS TOOLKIT
- 3) PROGRAM DESCRIPTION
- 4) LOUISIANA GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS (HIGH-QUALITY EOPs)
- 5) SAMPLE ALL-HAZARD\$ PLAN
- 6) SAMPLE GOVERNANCE DOCUMENTS
  - SAMPLE National Incident Management System (NIMS) Resolution
  - SAMPLE Memorandum Of Understanding (MOU)
  - SAMPLE MOU Template
- 7) SAMPLE EXERCISE DEVELOPMENT TOOLS
- 8) TRAINING OPPORTUNITIES
- 9) SAMPLE EMERGENCY PREPAREDNESS PROCEDURES FLIPBOOK
- 10) APPENDIX
  - Readiness + Emergency Management For Schools (REMS) District Emergency Operations Plan (EOP) Self-Assessment Tool
  - REMS Building Blocks To School Safety Toolkit
  - Louisiana State Police School Safety Checklist
  - NIMS Implementation Activities For Schools + Institutions of Higher Education
  - SEMP KickOff Meetings PowerPoint Presentation
- 11) REFERENCES

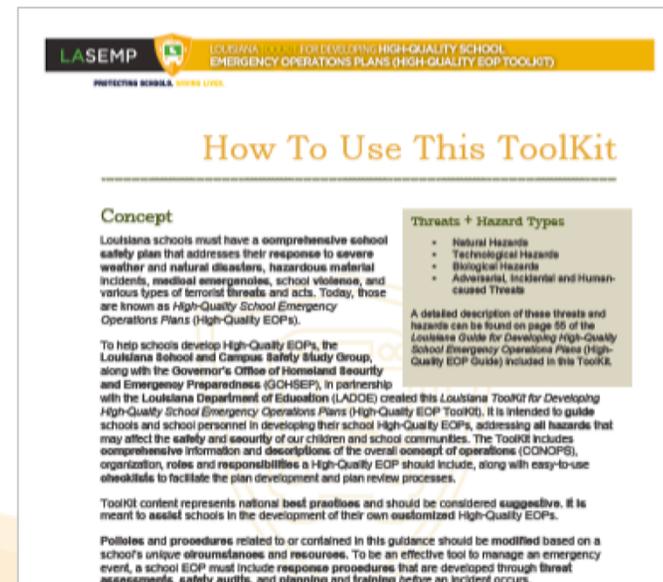
1 of 2

DEPARTMENT of EDUCATION Louisiana Believes

# Table Of Contents

# How to Use this ToolKit

- Describes the contents of the ToolKit and the purpose behind its development.



# How To Use This ToolKit

# Program Description

- This section provides a description of the SEMP grant, **grant requirements** and **authorities**.



## Program Description

### What Is School Emergency Management Planning (SEMP)?

Lessons learned from school emergencies such as the tragic events of Sandy Hook, highlight the importance of preparing school officials and first responders to develop and implement **emergency operations plans (EOPs)**. By having plans in place to keep **students and staff safe**, schools play a key role in taking **preventative and protective measures** to stop an emergency from occurring OR reduce the impact of an incident.

Although schools are not traditional response organizations, when a **school-based emergency occurs**, **school personnel** respond immediately. They provide first aid, notify response partners and provide instructions before first responders arrive. They also work with their community partners and governmental organizations that have a responsibility identified in the school EOP to provide a cohesive, **coordinated response** to events as they unfold. Community partners include first responders – law enforcement, fire service, emergency medical services (EMS) and emergency management personnel, as well as public and mental health entities.

### School Emergency Management Program (SEMP)

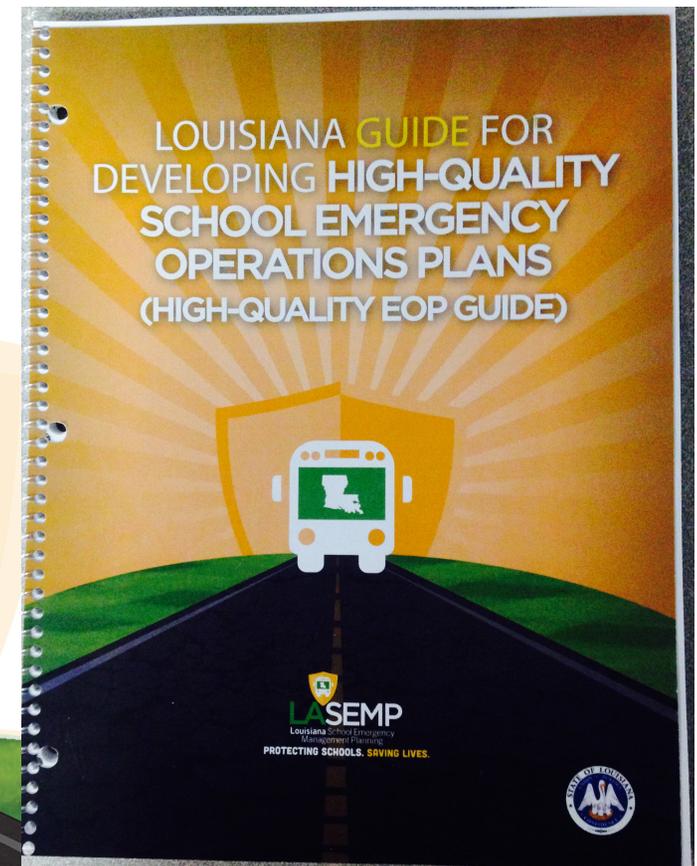
SEMP supports efforts by local education agencies (LEAs) to **create, strengthen and improve** emergency management plans at the district and school-building levels, including training school personnel on emergency management procedures; communicating with parents about emergency plans and procedures; and coordinating with local law enforcement, public safety or emergency management, public and mental health agencies and local government. Grants are awarded through the *Grants to States for School Emergency Management Planning* program.

Local schools need to be prepared to **respond to and meet** the challenges of **natural or man-made emergencies or disaster events**. In collaboration with local government and **community partners**, schools can take steps to **plan** for these potential emergencies through the creation of a

# Program Description

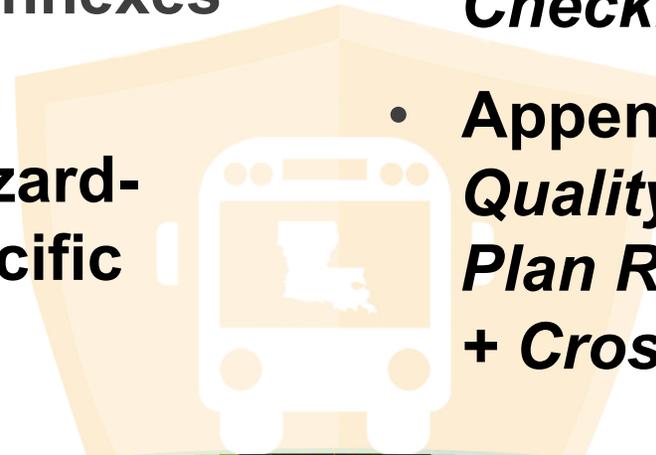
# Louisiana Guide For Developing High-Quality School EOPs

- Provides
  - **Guidance** for developing High-Quality EOPs.
  - **Planning steps.**
  - **Considerations** as plans are developed.



## 10 sections:

- Introduction + Purpose
- Planning Principles
- Planning Process
- Basic Plan
- Functional Annexes Content
- Threat- + Hazard-Specific Specific Annexes
- A Closer Look
- Appendix A: *Evacuation Plan*
- Appendix B: *School EOP Development Checklist*
- Appendix C: *High-Quality EOP FINAL Plan Review Checklist + CrossWalk*



# Developing High-Quality School EOPs

- Includes *High-Quality EOP Final Plan Review Checklist + Crosswalk*.
  - A **checklist** that includes **key components** to include in your EOP.

## Appendix C:

LASEMP LOUISIANA TOOLKIT FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS (HIGH-QUALITY EOP TOOLKIT)  
PROTECTING SCHOOLS. SAVING LIVES.

### Appendix C: High-Quality EOP **FINAL** Plan Review Checklist + CrossWalk

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

SCHOOL POINT OF CONTACT (POC) \_\_\_\_\_

POC PHONE \_\_\_\_\_ CELL \_\_\_\_\_

POC EMAIL \_\_\_\_\_

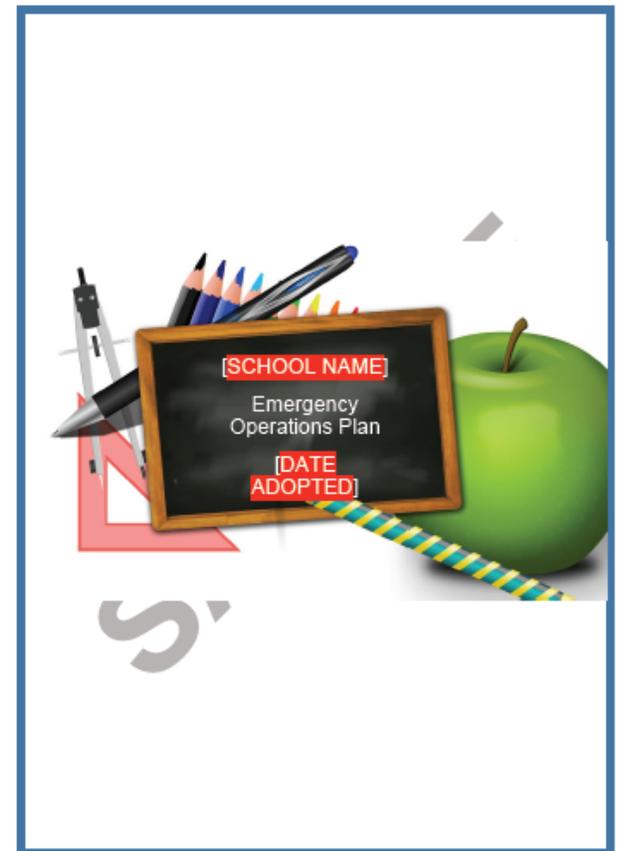
ITEMS TO INCLUDE	[SCHOOL NAME] EOP	Page #
<b>Plan Content</b>		
• Cover Page	<input type="checkbox"/>	
• Promulgation Document Signature Page	<input type="checkbox"/>	
• Approval and Implementation Page	<input type="checkbox"/>	
• Record of Changes	<input type="checkbox"/>	
• Record of Distribution (including school personnel and community partners)	<input type="checkbox"/>	
• Schematics <ul style="list-style-type: none"> <li>o Campus Map</li> <li>o Floor Plans</li> <li>o Associated Evacuation Routes</li> <li>o Shelter Locations</li> <li>o Fire Alarm Pull Stations</li> <li>o Fire Hydrants</li> <li>o Fire Extinguishers</li> <li>o First-aid Kits</li> <li>o Hazardous Materials Storage</li> <li>o Utility Shutoffs</li> </ul>	<input type="checkbox"/>	
• Enrollment Data <ul style="list-style-type: none"> <li>o Total Population</li> <li>o Special Needs Populations</li> <li>o Instructional Assistants</li> </ul>	<input type="checkbox"/>	

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# SAMPLE EOP

- Developed by GOHSEP, this **sample plan** provides a clear and concise **example** of what a High-Quality EOP should look like when written.



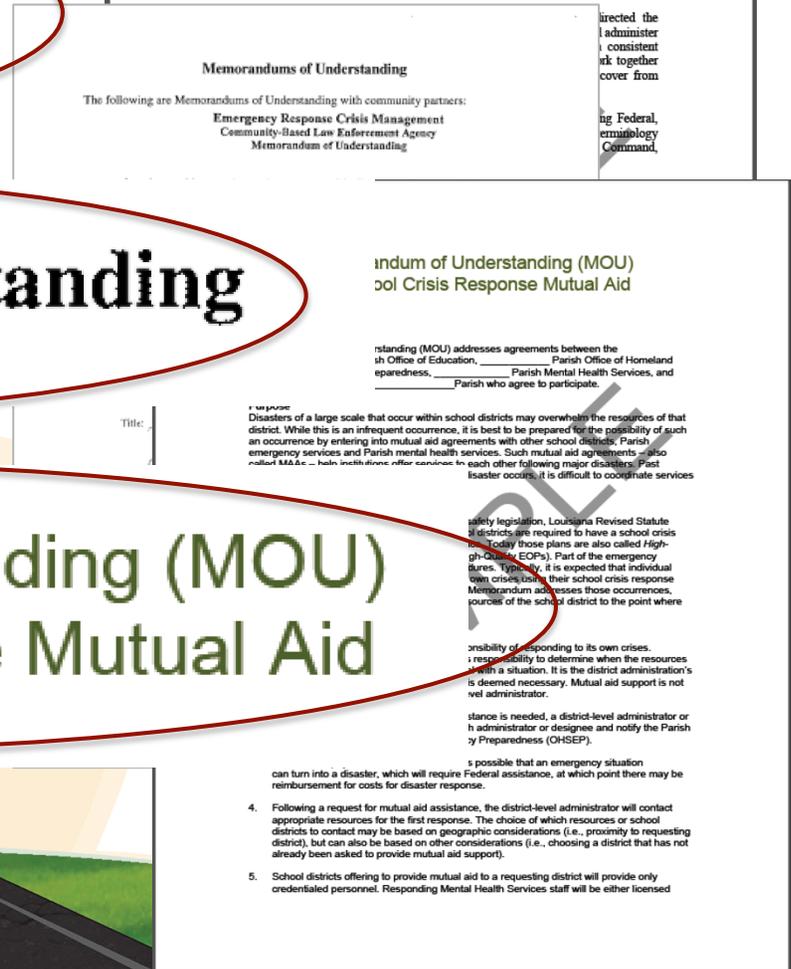
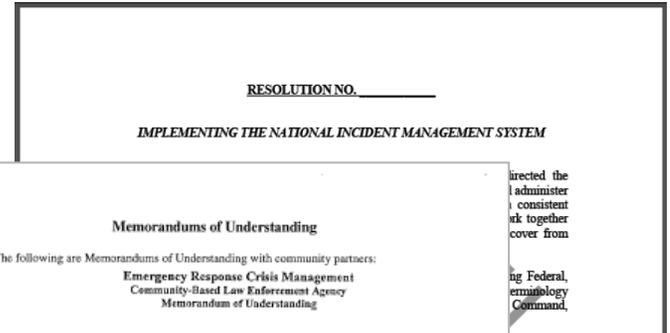
PROTECTING SCHOOLS. SAVING LIVES.

# SAMPLE Governance Documents

**RESOLUTION NO.**

**Memorandums of Understanding**

**Memorandum of Understanding (MOU) for School Crisis Response Mutual Aid**



# SAMPLE Exercise Development Tools

- Provides *both* an EOP exercise development checklist . . .

## School EOP Exercise Checklist

# SAMPLE Exercise Development Tools (Continued . . .)

... and sample exercises.

## Evacuation

### Exercise Purpose Statement

On **[DATE]**, the **[SCHOOL]** will test the ability of staff and students to perform these key functions:

- Evacuation and accountability of students at **[SCHOOL]**

The screenshot shows a document titled "Evacuation" with the following content:

**Evacuation**

and other participants several days prior to the exercise.

exercise that involves a school, school district administrative staff, students and others. It is a generic exercise; the type of event can be planned.

on, relocation and reunification protocols. In the exercise, students will be relocated to the school at the conclusion of the exercise. **Three (3)**

**ACTIVATION WITHIN THE CENTRAL OFFICE**

**Statement**

will test the ability of staff and students to perform these key emergency functions:

- Accountability of students at **[SCHOOL]**
- Transporting students and staff to a Relocation/Parent Reunification Site
- Activation and operation of a Parent Reunification Site

School District's Emergency Operations Center (EOC)

pe

at, explosion or complete loss of power with no heating or power, full evacuation of the school, and relocation/

ost)

ce/Boardroom

23 of 68

Logos for LASEMP, REMS, and the Louisiana Department of Education are visible at the bottom.

# Training Opportunities

- What are my training opportunities?

The State of Louisiana recognizes the importance of encouraging and supporting employees and schools in professional development and is committed to the continuous training and lifelong learning for personal development. Our students are our greatest asset and deserve to be cared for by highly trained and skilled emergency management professionals. The Louisiana School Emergency Management Planning (SEMP) Team has developed a robust training component. Classes will be offered online as well as in-classroom. (See side bar.)

All training practices and procedures will endeavor to support individuals involved in emergency management. The following information and websites are provided to achieve these goals and extends to professional development opportunities including, but not exclusive to, eLearning, workshops, courses, classes and professional conferences. Responsibility for professional training and development extends to all levels of an organization.

**How To Register**

- Online FEMA courses are available through the Emergency Management Institute (EMI) at <http://training.fema.gov>.

**Training Opportunities**

**ONLINE**  
FEMA offers online Independent Study (IS) courses, including:

- ICS-100 *Introduction to the Incident Command System (ICS)*
- ICS-200 *ICS for Single Resources and Initial Action Incidents*
- IS-700 *National Incident Management System (NIMS): An Introduction*
- IS-800 *National Response Framework, An Introduction*

REMS TA Center offers online K-12 emergency planning-development training including:

- *Developing Emergency Operations Plans (EOPs) K-12 Online Training*

**ON-SITE**  
GQHSEP offers in-classroom courses as a part of the regular training schedule, including:

- AWR-148 *Crisis Management for School-based Incidents*
- *School-based Threat and Risk Vulnerability Assessment*
- ICS-300 *Intermediate ICS for Expanding Incidents*
- ICS-400 *Advanced ICS*

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**Training Courses**

# Training Opportunities

(continued . . .)

- **Louisiana SEMP** Team has developed a **robust** training component. Classes offered **online** as well as **in-classroom**.

**LASEMP** LOUISIANA TOOLKIT FOR DEVELOPING HIGH-QUALITY SCHOOL  
EMERGENCY OPERATIONS PLANS (HIGH-QUALITY EOP TOOLKIT)  
PROTECTING SCHOOLS. SAVING LIVES.

## Training Courses

**Federal**

- IS-100.B: Introduction to Incident Command System (ICS)
- IS-200.B: ICS for Single Resources + Initial Action Incidents
- IS-700.A: National Incident Management System (NIMS), An Introduction
- IS-800.B: National Response Framework, An Introduction

**Readiness + Emergency Management For Schools (REMS)**

- Developing Emergency Operations Plans (EOPs) 101
- School EOPs In-Depth: Developing A COOP Annex
- Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Trainer (TTT) Training
- Developing Emergency Operations Plans (EOPs) K-12 101 Training

**State**

- ICS-300: Intermediate ICS for Expanding Incidents for Operational First Responders
- ICS-400: Advanced ICS
- AWR-148: Crisis Management for School-Based Incidents
- School Based Threat + Risk + Vulnerability Assessment (SBTRVA)

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# Training Courses

# Training Opportunities

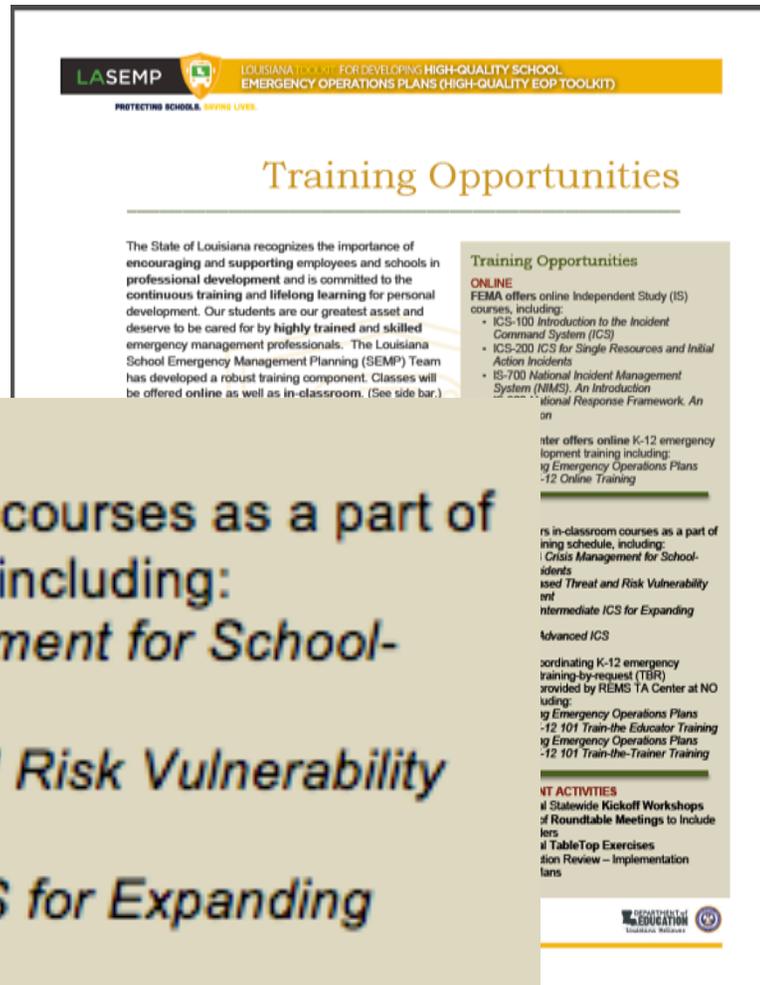
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- **GOHSEP** offers **in-classroom** courses as a part of its *regular* training schedule.



# Training Opportunities

- What are my training opportunities?



## ON-SITE

GOHSEP offers in-classroom courses as a part of the regular training schedule, including:

- *AWR-148 Crisis Management for School-based Incidents*
- *School-based Threat and Risk Vulnerability Assessment*
- *ICS-300 Intermediate ICS for Expanding Incidents*
- *ICS-400 Advanced ICS*

# Training Opportunities

(Continued . . .)

- **AWR-148** *Crisis Management for School-based Incidents*
- *School-based Threat and Risk Vulnerability Assessment (SBTRVA)*
- **ICS-300** *Intermediate ICS for Expanding Incidents*
- **ICS-400** *Advanced ICS*

# Training Opportunities

(Continued . . .)

- **FEMA** offers **online** Independent Study (IS) courses.



# Training Opportunities

## Training Opportunities

### ONLINE

FEMA offers online Independent Study (IS) courses, including:

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The thumbnail shows a page titled "Training Opportunities" with the LASEMP logo at the top. The page content includes:

- Training Opportunities**
  - ONLINE**

FEMA offers online Independent Study (IS) courses, including:

    - ICS-100 *Introduction to the Incident Command System (ICS)*
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    - IS-700 *National Incident Management System (NIMS). An Introduction*
    - IS-800 *National Response Framework. An Introduction*
  - REMS TA Center** offers online K-12 emergency planning-development training including:
    - *Developing Emergency Operations Plans (EOPs) K-12 Online Training*
  - ON-SITE**

GQHSEP offers in-classroom courses as a part of the regular training schedule, including:

    - AWR-148 *Crisis Management for School-based Incidents*
    - *School-based Threat and Risk Vulnerability Assessment*
    - ICS-300 *Intermediate ICS for Expanding Incidents*
    - ICS-400 *Advanced ICS*
  - GQHSEP is coordinating K-12 emergency management training-by-request (TBR) opportunities provided by REMS TA Center at NO CHARGE, including:
    - *Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Educator Training*
    - *Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Trainer Training*
  - OTHER GRANT ACTIVITIES**
    - 9 *Regional Statewide Kickoff Workshops*
    - A *Series of Roundtable Meetings to Include Stakeholders*
    - 9 *Regional TableTop Exercises*
    - 9 *After Action Review – Implementation (AAR-I) Plans*
- How To Register**
  - Online FEMA courses are available through the Emergency Management Institute (EMI) at <http://training.fema.gov/is/>
  - EMI offers self-paced courses designed for people who have emergency management responsibilities and the general public. All are offered free-of-charge to those who qualify for enrollment. Notice: Independent Study Exams now require a FEMA Student Identification (SID) Number. If you do not yet have a SID, register for one today: <https://cfto.dhs.gov/femasid>
  - REMS TA offered courses can be found at <http://rems.ed.gov/trainings/CoursesHome.aspx>
- Online courses guide users on Federally recommended information and processes for high-quality emergency operations plan development and related topics in comprehensive emergency management. Course participants can take notes and download job aids.

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# Training Opportunities

(Continued . . .)

- **GOHSEP** is coordinating **FREE** K-12 emergency management training-by-request (TBR) opportunities provided by **REMA TA Center** including:



# Training Opportunities

(Continued . . .)

- *Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Educator Training*
- *Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Trainer Training*

# Training Opportunities

(Continued . . .)

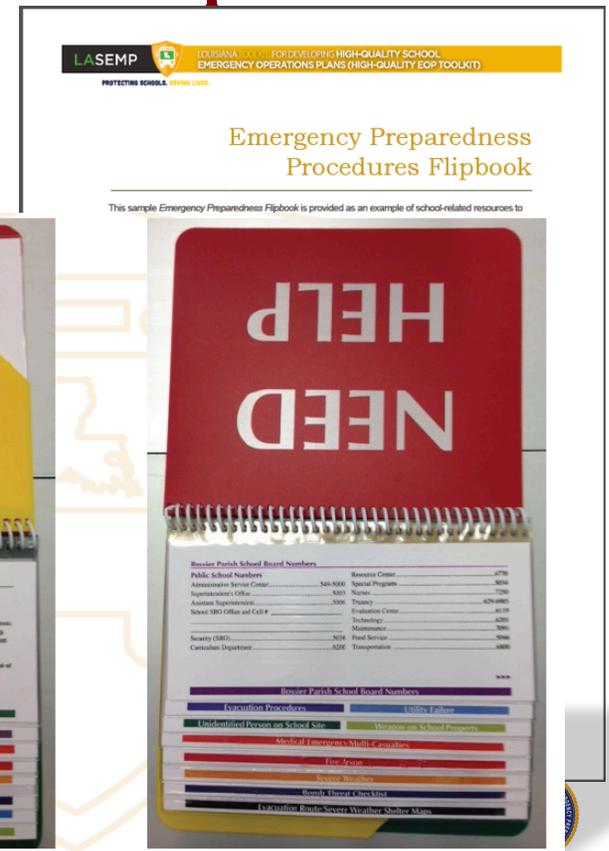
- Through the **website** and **train-the-trainer** training opportunities at the district level . . .
  - **ALL** public, parochial and charter schools *throughout* Louisiana will have access to needed **plan development guidance**.

# Plan Development

- Plan Development includes:
  - Stakeholder **outreach + meetings + round tables + Table Tops + training + exercise.**
  - **Creation** of a plan-development and implementation **ToolKit.**
  - Phased **data collection.**
  - Assistance with **plan review** and **feedback** at the district level.

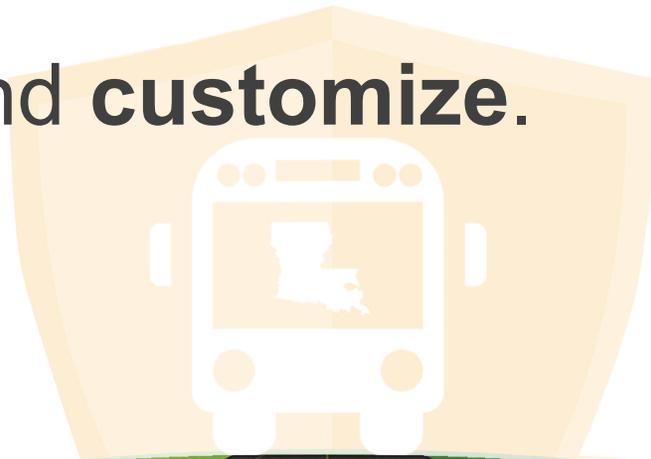
# SAMPLE Emergency Operations Procedures Flipbook

- This is an example of school-related resources to aid in preparing for and responding to incidents and disasters in the school.



# Ordering instructions

- Pull **specifications** out of package.
- Give the specifications to a **printer** for a **cost estimate**.
- **Review and customize.**
- **Order.**



# SAMPLE EOP Flipbook

(Continued . . .)

- **Not required** by law but is recommended as a **Best Practice** for schools and school districts to consider making this product or a similar product available to **classroom teachers**.



# Appendix

- The Appendix includes additional **tools**, **guidance** and **references** from Readiness and Emergency Management for Schools (REMS) available at:

<http://rems.ed.gov/Default.aspx>



# References

- References identify both **Federal and State statutes + plans + guidelines** including:
  - *FEMA's Guide for State and Local All-hazards Emergency Operations Planning*
  - *National Response Framework (NRF)*
  - *National Incident Management System (NIMS)*
  - *Louisiana Revised Statutes*
  - *Louisiana EOP*

# Checklists



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# Floor Plan Checklist

## Floor Plan Checklist

# Floor Plan Checklist

The following checklist was developed by the Governor's Office of Home Emergency Preparedness (GOHSEP) to aid your school in preparing for...

You are encouraged to use this checklist in reviewing and updating your approved emergency operations plan, it is **recommended** that you submit this checklist to the president of the local school board, local school superintendent, chief of police of the municipality or sheriff of the parish, and local fire chief along with the floor plans.

SCHOOL NAME: \_\_\_\_\_

School Building Street Address: \_\_\_\_\_

City: \_\_\_\_\_

Parish: \_\_\_\_\_

School Type: \_\_\_\_\_

School District: \_\_\_\_\_

Submitting Agency: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Submission: \_\_\_\_\_

FLOOR PLAN REVIEW

School Review	L
<input type="checkbox"/>	

<input type="checkbox"/>	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.	<input type="checkbox"/>	Compass directions (at a minimum North) clearly noted.
<input type="checkbox"/>	<input type="checkbox"/>	Each floor should be on a separate page.	<input type="checkbox"/>	Each floor should be on a separate page.
<input type="checkbox"/>	<input type="checkbox"/>	Street names that surround the facility clearly identified.	<input type="checkbox"/>	Street names that surround the facility clearly identified.
<input type="checkbox"/>	<input type="checkbox"/>	Building entrances/exits marked on floor plan.		
<input type="checkbox"/>	<input type="checkbox"/>	Windows shall be graphically represented on floor plan.		
<input type="checkbox"/>	<input type="checkbox"/>	All rooms labeled by room number with common areas and administrative offices labeled by use.		
<input type="checkbox"/>	<input type="checkbox"/>	Location of water, gas and electrical shutoffs clearly noted.		
<input type="checkbox"/>	<input type="checkbox"/>	Location of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panel, Knox box and camera locations clearly noted.		
<input type="checkbox"/>	<input type="checkbox"/>	The areas where floor plans and/or building blueprints are stored are clearly identified.		
<input type="checkbox"/>	<input type="checkbox"/>	Exterior alpha phonetic identification of building sides (Alpha, Bravo, Charlie, Delta) are clearly identified NOTE: The local fire department can inform school officials on how to label the buildings on the school floor plans as they are developed.		

\*NOTE: Local school superintendent (LSS)

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# School EOP Exercise Checklist

## School EOP Exercise Checklist

## School EOP Exercise Checklist

Component	Extent Of Development			
	Fully In Place	Partially In Place	Not Yet In Place	Estimated Date To Be In Place
<b>Participant Checklist</b>				
Personnel from participant schools have created a <b>school emergency operations plan</b> .				
Participant schools agree to <b>update</b> hazard analysis to identify <b>natural</b> and <b>man-made hazards</b> or other credible threats that could present a risk to students and staff.				
Participant schools agree to <b>upgrade/revise</b> school emergency operations plan.				
Participant schools agree to update <b>emergency contact list</b> and to <b>coordinate</b> with local emergency management a safety personnel.				
Participant agencies agree to <b>conduct facility drill exercises</b> to improve capabilities for evacuating and sheltering-in-place.				
<b>Player Briefing Checklist</b>				
Review exercise <b>purpose, concept</b> and <b>scope</b> .				
<b>Summarize</b> importance of emergency preparedness and <b>highlight</b> illustrative examples based on actual emergency situations.				
Review exercise <b>objectives</b> .				
Review exercise <b>scenario</b> .				
Review exercise <b>design</b> and explain exercise <b>ground rules</b> .				
Review <b>player rules of conduct</b> .				
Emphasize importance of utilizing <b>actual plans</b> and <b>resources</b> available to players (as opposed to assets that are not currently available to player agencies).				
Review exercise <b>safety procedures</b> and <b>security measures</b> .				
Review <b>administrative requirements</b> (sign-in sheet, evaluation forms, etc.).				
Review <b>logistics issues</b> (parking, restrooms, refreshments, lunch, etc.).				
Review <b>participant feedback</b> form and emphasize the importance of <b>player input</b> for improving future exercises.				
Review <b>format</b> and <b>purpose</b> of player debriefing.				

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# School EOP Development Checklist

School EOP

## School EOP Development Checklist

Activity – Planning Process

**Step 1: Form A Collaborative Planning Team**

1. Identify Core Planning Team
2. Form A Common Framework
3. Define + Assign Roles + Responsibilities
4. Determine A Regular Schedule Of Meetings

**Step 2: Understand The Situation**

1. Identify Threats + Hazards
2. Assess Risk
  - a. Site Assessment
  - b. Culture and Climate Assessment
  - c. School Threat Assessment
  - d. Capacity Assessment
3. Prioritize Threats + Hazards

**Step 3: Determine Goals + Objectives**

1. Develop Goals
2. Develop Objectives

**Step 4: Plan Development (Identifying 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 Plan Comply With:
  - a. Americans With Disabilities Act (ADA)?
  - b. Family Educational And Rights Privacy Act (FERPA)
  - c. Health Insurance Portability And Accountability Act Of

Activity – Planning Process	Date Activity Completed
<b>Step 1: Form A Collaborative Planning Team</b>	
1. Identify Core Planning Team	
2. Form A Common Framework	
3. Define + Assign Roles + Responsibilities	
4. Determine A Regular Schedule Of Meetings	
<b>Step 2: Understand The Situation</b>	
1. Identify Threats + Hazards	



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# High-Quality EOP FINAL Plan Review Checklist + CrossWalk

(Empty)

## High-Quality EOP FINAL Plan Review Checklist + CrossWalk

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

<ul style="list-style-type: none"> <li>○ Teachers + Specialists</li> <li>○ Office + Support Staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Maintenance + Custodial Staff</li> <li>○ Other (specify)</li> </ul>		
<ul style="list-style-type: none"> <li>• Americans with Disabilities Act (ADA) Access Statement of Compliance</li> </ul>		<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>• Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance</li> </ul>		<input type="checkbox"/>	

SCHOOL	ITEMS TO INCLUDE	[SCHOOL NAME] EOP	PAGE #
POC PH	<b>Plan Content</b>		
POC EM			
Plan Cont	• <b>Cover Page</b>	<input type="checkbox"/>	
• P	• <b>Promulgation Document Signature Page</b>	<input type="checkbox"/>	
• A	• <b>Approval + Implementation Page</b>	<input type="checkbox"/>	
• R			
• R			
• C			

Annexes are customized to the needs of the school.

<ul style="list-style-type: none"> <li>• Schematics                             <ul style="list-style-type: none"> <li>○ Campus Map</li> <li>○ Floor Plans</li> <li>○ Annotated Evac Routes</li> <li>○ Shelter Location</li> <li>○ Fire Alarm Pull</li> </ul> </li> <li>• Enrollment Data                             <ul style="list-style-type: none"> <li>○ Total Population</li> <li>○ Special Needs Administration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Accounting For All Persons</li> <li>• Communications + Warnings</li> <li>• COOP</li> <li>• Evacuation</li> <li>• Family Reunification</li> <li>• Lockdown</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
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# High-Quality EOP FINAL Plan Review Checklist + CrossWalk

(Filled)

## High-Quality EOP FINAL Plan Review Checklist + CrossWalk

SCHOOL \_\_\_\_\_

• <i>Americans with Disabilities Act (ADA) Access Statement of Compliance</i>	<input checked="" type="checkbox"/>	33
• <i>Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance</i>	<input checked="" type="checkbox"/>	55

• <b>Americans with Disabilities Act (ADA) Access Statement of Compliance</b>	<input checked="" type="checkbox"/>	33
• <b>Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) Statements of Compliance</b>	<input checked="" type="checkbox"/>	55

APPENDIX A - COMPLIANCE CHECKLIST	APPENDIX B - ATTACHMENT ANNEXES																														
<ul style="list-style-type: none"> <li>• Record of Changes</li> <li>• Record of Distribution (including school personnel and community partners)</li> <li>• Schematics                             <ul style="list-style-type: none"> <li>o Campus Map</li> <li>o Floor Plans</li> <li>o Annotated Evacuation Routes</li> <li>o Shelter Locations</li> <li>o Fire Alarm Pull Stations</li> </ul> </li> <li>• Enrollment Data                             <ul style="list-style-type: none"> <li>o Total Population</li> <li>o Special Needs Populations</li> <li>o Administration</li> <li>o Teachers + Specialists</li> <li>o Office + Support Staff</li> </ul> </li> </ul>	<p>NOTE: Individual school EOPs may have more, less and/or different annexes than shown here. Annexes are customized to the needs of the school.</p> <table border="1"> <tr> <td>• Accounting For All Persons Annex</td> <td><input type="checkbox"/></td> <td>No Annex; covered in text</td> </tr> <tr> <td>• Communications + Warnings Annex</td> <td><input type="checkbox"/></td> <td>No Annex; covered in text</td> </tr> <tr> <td>• COOP Annex</td> <td><input checked="" type="checkbox"/></td> <td>67</td> </tr> <tr> <td>• Evacuation Annex</td> <td><input checked="" type="checkbox"/></td> <td>73</td> </tr> <tr> <td>• Family Reunification Annex</td> <td><input checked="" type="checkbox"/></td> <td>79</td> </tr> <tr> <td>• Lockdown Annex</td> <td><input checked="" type="checkbox"/></td> <td>81</td> </tr> <tr> <td>• Public Health + Medical + Mental Health                             <ul style="list-style-type: none"> <li>o Psychological First Aid for Schools (PFA-S) Annex</li> </ul> </td> <td><input checked="" type="checkbox"/></td> <td>83</td> </tr> <tr> <td>• Recovery Annex</td> <td><input checked="" type="checkbox"/></td> <td>57</td> </tr> <tr> <td>• Security Annex</td> <td><input checked="" type="checkbox"/></td> <td>No Annex; Covered in text</td> </tr> <tr> <td>• Shelter-in-Place Annex</td> <td><input checked="" type="checkbox"/></td> <td>89</td> </tr> </table>	• Accounting For All Persons Annex	<input type="checkbox"/>	No Annex; covered in text	• Communications + Warnings Annex	<input type="checkbox"/>	No Annex; covered in text	• COOP Annex	<input checked="" type="checkbox"/>	67	• Evacuation Annex	<input checked="" type="checkbox"/>	73	• Family Reunification Annex	<input checked="" type="checkbox"/>	79	• Lockdown Annex	<input checked="" type="checkbox"/>	81	• Public Health + Medical + Mental Health <ul style="list-style-type: none"> <li>o Psychological First Aid for Schools (PFA-S) Annex</li> </ul>	<input checked="" type="checkbox"/>	83	• Recovery Annex	<input checked="" type="checkbox"/>	57	• Security Annex	<input checked="" type="checkbox"/>	No Annex; Covered in text	• Shelter-in-Place Annex	<input checked="" type="checkbox"/>	89
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• Security Annex	<input checked="" type="checkbox"/>	No Annex; Covered in text																													
• Shelter-in-Place Annex	<input checked="" type="checkbox"/>	89																													

# Questions



# Points of contact (POCs)

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