District Emergency Operations Plan (EOP) Self-Assessment Tool

This tool will generate information on how a district's emergency operations plan (district plan) addresses:

1. District-wide emergency planning activities;
2. District-wide emergencies; and
3. The development of individual school emergency operations plans (school plans).

This tool should be completed by the individual(s) most familiar with the district plan.

Definitions

(Terms defined here appear in bold at first use when referenced within the instrument.)

Access and Functional Needs: The needs of individuals with disabilities, as well as communication, language, medical, or transportation needs.

Basic Plan: The section of the EOP that provides an overview of the district's or school's approach to operations before, during, and after an emergency. This section addresses the overarching activities the district or school will undertake regardless of the function, threat, or hazard.

Community Organizations: Those entities within the community that can support emergency management for schools (e.g., Red Cross, Boys & Girls Club, faith-based organizations).

Community Partners: Those with a responsibility in school emergency management, including local government, first responders (law enforcement officers, fire officials, and emergency medical services personnel), as well as public and mental health entities.

Courses of Action: The what, who, when, where, why, and how for each threat, hazard, and function within an EOP.

District Plan: A local education agency (LEA) or school district EOP.

Emergency Operations Plan (EOP): A plan that specifies procedures sites must follow before, during, and after potential emergency events, and in response to both threats and hazards.

Formal Agreements: Active working relationships between entities governed by Memoranda of Understanding (MOUs) or Memoranda of Agreement (MOAs).

Functional Annexes: The section of an EOP that details the goals, objectives, and courses of action related to functions (e.g., evacuation, communications, recovery) that apply across multiple threats and/or hazards. These set forth how the district or school will manage a function before, during, and after an emergency.

Goals: Broad, general statements that indicate a desired outcome in response to the threat or hazard identified within an EOP.

Informal Agreements: Active working relationships between entities not bound by a MOU, MOA, state law, or other type of formal agreement.

Incident Command System (ICS): A standardized approach for incident management, regardless of cause, size, location, or complexity.

Mitigation: The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency; and, reducing the likelihood that threats and hazards will happen.

Objectives: Specific, measurable actions that are necessary to achieve the goal(s) identified within an EOP.

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

Protection: The capabilities, and ongoing actions, to secure districts and schools (including students, teachers, staff, visitors, networks, and property) against acts of violence and manmade or natural disasters.

Recovery: The capabilities necessary to assist schools within the district (and the district overall) affected by an event or emergency in restoring the learning environment.

For further information or clarification regarding any of the concepts and terminologies discussed within this form, please visit the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Website at http://rems.ed.gov.

Response: 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.
School: A school building or campus.
School District: A local education agency (LEA) or similar entity.
School Plan: A school building or campus EOP.
Threats and Hazards: Threats are human-caused emergencies such as crime and violence, while hazards include natural disasters, disease outbreaks, and accidents.
Threat- and Hazard-Specific Annexes: The section of an EOP that specifies the goals, objectives, and courses of action that a district or school will follow to address a particular type of threat or hazard (e.g., hurricane, *active shooter*). These set forth how the district or school will manage a threat or hazard before, during, and after an emergency.

Please provide a response for each item below. For those questions involving "yes" or "no" responses, select "yes" if your district EOP addresses a particular item to any degree. If not, select "no."

For those questions involving a scaled response, please select the option that best describes your district EOP from among the following four options:

1= Not At All	2= Small Degree	3= Moderate Degree	4= High Degree

A. General

This section is about your district plan in general, including how it was developed, and how it is maintained.

Question Text	Response Options			
1. Does your **district** have an all-hazards **district plan**? **If "no" response, proceed to Section E.*	No*		Yes	
Did the process used to develop your plan include participants from the following:				
2. District Administrators?	1	2	3	4
3. Building-Level Administrators?	1	2	3	4
4. Instructional and Support Staff (e.g., teachers, school nurses)?	1	2	3	4
5. Food, Maintenance, Building or Grounds Staff (e.g., cafeteria workers, custodians)?	1	2	3	4
6. **Community Partners**?	1	2	3	4
7. **Community Organizations**?	1	2	3	4
8. Parents and Guardians (i.e., adults with authorized custody over a student)?	1	2	3	4
9. Did your district conduct a risk and vulnerability assessment?	No		Yes	
10. Does your plan align with county, local, or regional plans?	No		Yes	
11. Have all or parts of your plan been shared with district leadership for official approval?	No		Yes	
12. Have all or parts of your plan been shared with community partners?	No		Yes	
13. Does your district plan include a process for reviewing and updating your district plan?	No		Yes	
14. Has your district plan been reviewed and updated in the last three (3) years?	No		Yes	

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B. District-wide Emergency Planning Activities

This section asks about the parts of your plan that provide for district-wide emergency management planning.

Question Text	Response Options			
Does your district plan address the following district-wide activities:				
15. Accounting for the **access and functional needs** of all individuals?	1	2	3	4
16. Establishing **formal agreements** with community partners and/or community organizations?	No		Yes	
17. Establishing **informal agreements** with community partners and/or community organizations?	No		Yes	
18. Obtaining and maintaining emergency equipment and supplies?	1	2	3	4
19. Use of the Incident Command System (ICS)?	No		Yes	
Does your district plan include the following key overarching components, including:				
20. Policies that address the **prevention** and **mitigation** of, **protection** from, **response** to, and **recovery** from **threats or hazards**?	1	2	3	4
21. Continuity of Operations (COOP) that provides for the continuity of essential services (e.g., business services, communication, computer and systems support, facilities maintenance, safety and security, transportation, and continuity of teaching and learning) during an emergency and its immediate aftermath up to 30 days?	1	2	3	4
22. Organization and Assignment of Responsibilities (i.e., an overview of the broad roles and responsibilities of administration, staff, support personnel, community partners, parents and guardians, and of organizational functions during all emergencies)?	1	2	3	4
23. Direction, Control, and Coordination (i.e., the framework for all direction, control, and coordination to explain the **ICS** structure as used by the district; the relationship between the district and the broader community's emergency management system; and who maintains control of the equipment, resources, and supplies needed to support the district plan)?	1	2	3	4
24. Information Collection, Analysis, and Dissemination (i.e., identifying the type and role of information in the successful implementation of the activities that occur before, during, and after an emergency)?	1	2	3	4
25. Administration, Finance, and Logistics (i.e., general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources)?	1	2	3	4
26. Training and Exercises (i.e., the training and exercise activities the district or school use in support of the plan, such as tabletop exercises, drills, functional exercises, and/or full-scale exercises)?	1	2	3	4

C. District-wide Emergencies

This section relates to the elements of your plan that pertain to district-wide emergencies, and plans for protecting all of the schools in the district.

Question Text	Response Options			
To what degree does your district plan's annexes include **courses of action** to do the following:				
27. Prevent district-wide emergencies?	1	2	3	4
28. Protect all of the schools in the district?	1	2	3	4
29. Mitigate a district-wide emergency?	1	2	3	4
30. Respond to a district-wide emergency?	1	2	3	4
31. Recover from a district-wide emergency?	1	2	3	4

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D. Development of Individual School Plans

This section asks about the extent of guidance and support your district plan provides to schools for school plan development.

Question Text	Response Options			
32. Does your district plan provide a process for **schools** to use to develop their own **school plans**? **If "no" response, proceed to question #39.*	No*		Yes	
Does the process include…				
33. Participation of district personnel in the process to help schools develop their school plan?	1	2	3	4
34. Guidance for schools on conducting site assessments (i.e., an assessment that examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds)?	1	2	3	4
35. Guidance on conducting capacity assessments (i.e., an assessment that determines what resources are available, such as the capabilities of students and staff, as well as the services and material resources of community partners)?	1	2	3	4
36. Guidance on conducting culture and climate assessments (i.e., an assessment that evaluates student and staff connectedness to the school and problem behaviors)?	1	2	3	4
37. Guidance on conducting behavioral threat assessments (i.e., an assessment that analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat)?	1	2	3	4
38. Guidance on how to prioritize **threats and hazards** identified through assessment?	1	2	3	4
39. Does your district plan include guidance for schools on how to develop their own **goals**, **objectives**, and courses of action using the "before, during, and after" approach (i.e., the three time frames associated with an incident)?	1	2	3	4
40. Does your district plan include guidance for schools on formatting the plan to include a **basic plan**, **functional annexes**, and **threat- and hazard-specific annexes**?	1	2	3	4
41. Does your district plan include guidance for schools on plan implementation and maintenance, to include training stakeholders, exercising the plan, and updating and maintaining the plan?	1	2	3	4

E. Additional Comments

In the space below, please include any additional information to clarify or explain any of the responses you entered into this tool.

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F. Colorado State-Specific Questions

Question Text	Response Options			
To what degree do the following items influence your school and district decisions to attend trainings?				
Travel Costs	1	2	3	4
Staff Coverage (substitutes)	1	2	3	4
Location	1	2	3	4
Topic Relevance	1	2	3	4
Length of training	1	2	3	4
Registration Costs	1	2	3	4
Contact Hours or Continuing Education Unit Awards	1	2	3	4

G. Respondent Information

Finally, we would like to gather some information about you. We may contact you if we need clarification about your responses, but your name and the information you have entered here will not be shared publicly.

Name:		Telephone:	
Title:		Email:	
District:			

Thank you for taking the time to complete this tool!

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