



Using Federal Resources to Enhance Campus Security and Emergency Management Planning



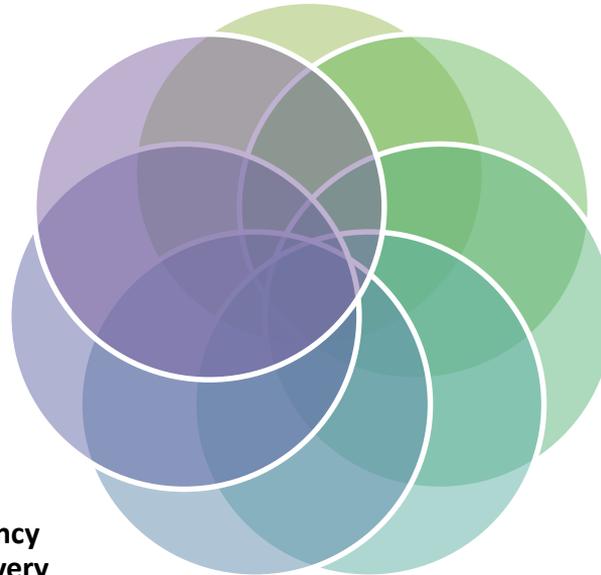
Center for School Preparedness

Housed within the Office of
Elementary and Secondary
Education , Office of Safe and
Healthy Students

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

Represents the Education
Facilities Subsector,
National Infrastructure
Protection Program (NIPP)

Participates in interagency
efforts on national recovery
planning and response
(NDRF), countering violent
extremism (CVE), etc.



Provides support to IHEs before,
during, and after emergencies

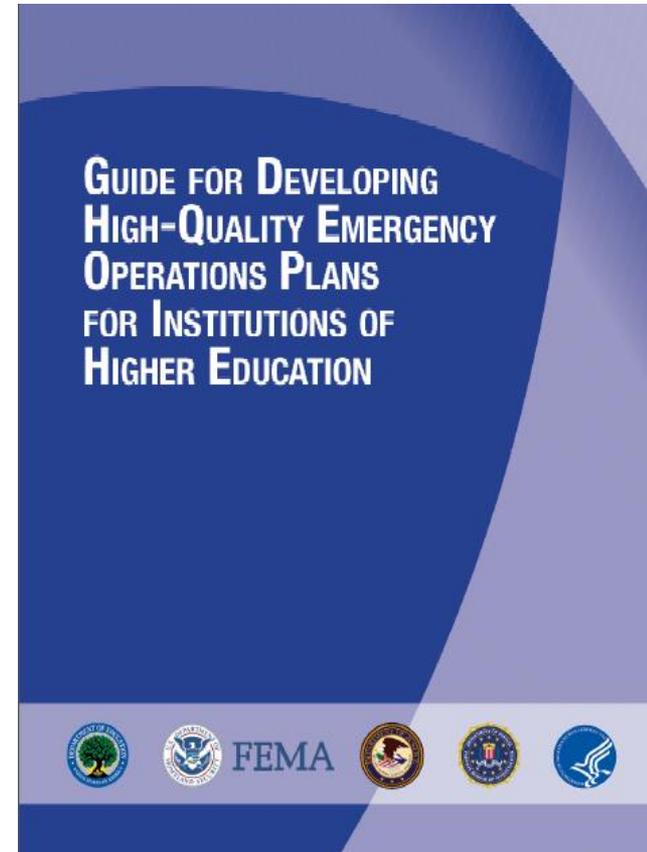
Administers the Education
Facilities Clearinghouse and the
National Center on Safe
Supportive Learning
Environments Technical
Assistance Centers

Administers Project School
Emergency Response to Violence
(SERV)

IHE Emergency Operations Plan Guidance

- **Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education**

- **Provides a *process* for developing and revising a high-quality emergency operations plan**



IHE Guide: Tools & Resources

Tools to support the Guide

- Overview
- “A Closer Look” webinars
- Additional webinars

Resources to support the Guide

- Resource List
- Interagency resources

Training by Request for IHEs

Developing High-Quality Emergency Operations Plans for Institutions of Higher Education

- Provides an overview of the IHE Guide to walk participants through the six step planning process and use of the planning principles
- Developed in partnership with subject matter experts and practitioners
- Curriculum is based on adult learning principles and lessons learned from the field
- Available for administration onsite to IHEs nationwide, free of charge, and by request

ED IHE Emergency Management & Planning Resources

Resource Repository

- A virtual library of tools developed by emergency managers in the field containing
- Resources include sample drills, tabletops or other exercises; sample forms; memorandums of understanding (MOU) with community partners; organizational charts; sample procedures, reports, and policies; or emergency plan component tools and templates.

Publications

- Lessons Learned
- Helpful Hints
- key IHE emergency management reports

NIPP, EFS, & HSIN

National Infrastructure Protection Plan (The National Plan)

- Established by Presidential directive to address infrastructure protection and resiliency of the nations critical infrastructure
- Reflects former and current Directives

Education Facilities Subsector (EFS)

- Represents pre-K through IHE public, private, and proprietary education facilities
- Infrastructure protection is deemed as having comprehensive, all-hazards,(high-quality) emergency operations plans

Homeland Security Information Network (HSIN) EFS Portal

- Designed for preK-12 and IHE emergency managers
- Provides resources, tools, and trainings
- Provides access to a variety of Federal efforts to support infrastructure protection for preK-12 & IHEs
- hsinci@hq.dhs.gov

Additional TA Centers

The Education Facilities Clearinghouse

- Provides information, training, and technical assistance to public preK-16
- Addresses facility planning, design, safety, financing, construction, improvement, operation, and maintenance

The National Center on Safe Supportive Learning Environments (NCSSLE)

- Addresses bullying, harassment, violence, and substance abuse
- Provides training and support
- Seeks to improve conditions for learning through measurement and program implementation

FEMA Resources: EMI Trainings

L0363: Multi-Hazard Emergency Planning for Higher Education

Course Objectives

Develop or revise a multi-hazard Emergency Operations Plan (EOP); and
Recognize the importance of an emergency plan that meets the unique needs of an institution of higher education. This includes being able to:

- Identify and assemble a planning team
- Identify hazards that present risks for institutions of higher *education and the impact of those hazards
- Identify the process and benefits of conducting a risk assessment
- Develop and implement a strategy for training and exercising the EOP

EMI Trainings Cont'd

G367: Emergency Planning for Campus Executives

Consists of Seven Modules

Module 1: Emergency Management: What Is It? Why Do It?

Module 2: Executive-level Support

Module 3: Developing Your Emergency Operations Plan (EOP)

Module 4: Evaluating Your EOP

Module 5: Responding Using Incident Command System (ICS)

Module 6: Emergency Operations Center (EOC)

Module 7: Engaging Your Campus

NIMS

- 
- The National Incident Management System (NIMS) identifies concepts and principles that answer how to manage emergencies from preparedness to recovery regardless of their cause, size, location or complexity.

- 
- NIMS provides a consistent, nationwide approach and vocabulary for multiple agencies or jurisdictions to work together to build, sustain and deliver the core capabilities needed to achieve a secure and resilient nation.

NIMS Cont'd.

Key personnel should complete the following six courses in order for an individual or organization to be considered NIMS compliant:

- 1) IS-100 An Introduction to the Incident Command System,
- 2) IS-200 ICS for Single Resources and Initial Action Incidents,
- 3) IS-700 NIMS, An Introduction,
- 4) IS-800.B National Response Framework, An Introduction,
- 5) ICS-300 Intermediate ICS for Expanding Incidents, and
- 6) ICS-400 Advanced Incident Command.

Executive Leaders may also consider taking G-402 Incident Command System (ICS) Overview for Executive/Senior Officials

NIMS Key Personnel Training Chart

Checklist: NIMS Implementation Activities For Schools and Institutions of Higher Education		
NIMS COMPONENT	NIMS IMPLEMENTATION ACTIVITY	STATUS
ADOPTION	1. Adopt NIMS at the school and campus community level.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	2. Designate and maintain a <i>Single Point of Contact</i> to serve as principal coordinator for NIMS implementation at the school- and campus-community level.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	3. Ensure that Federal preparedness awards to the school- and campus-community level support the implementation of NIMS.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	4. Routinely include NIMS implementation activities in all audits associated with Federal preparedness awards.	Not Applicable
PREPAREDNESS: PLANNING	5. Develop, implement, and refine emergency operations plans to incorporate NIMS and reflect the National Disaster Response Framework (NDRF).	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	6. Participate in and promote mutual aid agreements.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
PREPAREDNESS: TRAINING	7. Use existing resources such as programs, personnel, partners, and training facilities to coordinate and deliver NIMS training requirements.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	8-13. Activities 8-13: School and campus "key personnel" complete NIMS training.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
PREPAREDNESS: EXERCISES	14. Incorporate NIMS and ICS into all emergency management training and exercises.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	15. Participate in an all-hazard exercise program based on NIMS that involves first responders from multiple disciplines, agencies, and organizations.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	16. Incorporate corrective actions into preparedness and response plans and procedures with community partners.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress

NIMS Implementation Activities Checklist

FY 2010 NIMS TRAINING FOR K-12 SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION

In order to fulfill NIMS requirements, schools and institutions of higher education (IHE) should determine what personnel need to receive incident command system (ICS) and NIMS training based on their role(s) in the overall school or IHE emergency management program. In accordance with U.S. Department of Education (ED) guidance, certain “key personnel” are required to complete the following six courses in order for an individual or organization to be considered NIMS compliant through FY 2010: 1) IS-100 An Introduction to the Incident Command System^[1], 2) IS-200 ICS for Single Resources and Initial Action Incidents, 3) IS-700 NIMS, An Introduction, 4) IS-800.B National Response Framework, An Introduction, 5) ICS-300 Intermediate ICS for Expanding Incidents, and 6) ICS-400 Advanced Incident Command. In addition, ED recommends that Executive Leaders also consider taking G-402 Incident Command System (ICS) Overview for Executive/Senior Officials^[2]. To assist with determining who “key personnel” might be within a school or IHE, ED has created the following chart:

EXECUTIVE LEADERS

Executive Leaders must be familiar with the comprehensive systems supporting emergency management, even though they may not have a designated role in the incident command system.

Executive Leaders are often responsible for making financial, administrative, and managerial decisions supporting the school or IHE emergency management program and will likely have very high-level responsibilities before and after an incident, as opposed to command responsibilities in the field during an actual incident response.

Executive Leaders should

GENERAL PERSONNEL

General Personnel are those with any role in emergency preparedness, incident management, or response.

General Personnel should complete the following two courses:

- **IS-700 NIMS, An Introduction**
- **IS-100 An Introduction to ICS**

NOTE: Depending on the school, LEA or IHE campus, **General Personnel** may include:

- Emergency Management (ICS) Team members
- Nurses and Health Officials

COMMAND STAFF

Command Staff are personnel assigned to lead any key campus emergency management effort; they have a specific role within the ICS.

Command Staff should complete the following four courses, at a minimum:

- **IS-700 NIMS, An Introduction**
- **IS-100 An Introduction to ICS**
- **IS-800.B National Response Framework, An Introduction**
- **IS-200 ICS for Single Resources and Initial**

INCIDENT MANAGERS

Personnel with a leadership role in command (e.g., district, school or IHE Incident Commander, School Police Chief). These individuals are typically obligated to command and manage incidents that occur on the school or IHE campus in the absence of traditional incident response personnel (local Fire Chief, local Police Chief). These personnel also include those school officials, including school police, who would likely be integrated into a more advanced ICS role (e.g., unified command) should it become necessary.

Incident Managers should complete the following two

NIMS WEBSITE

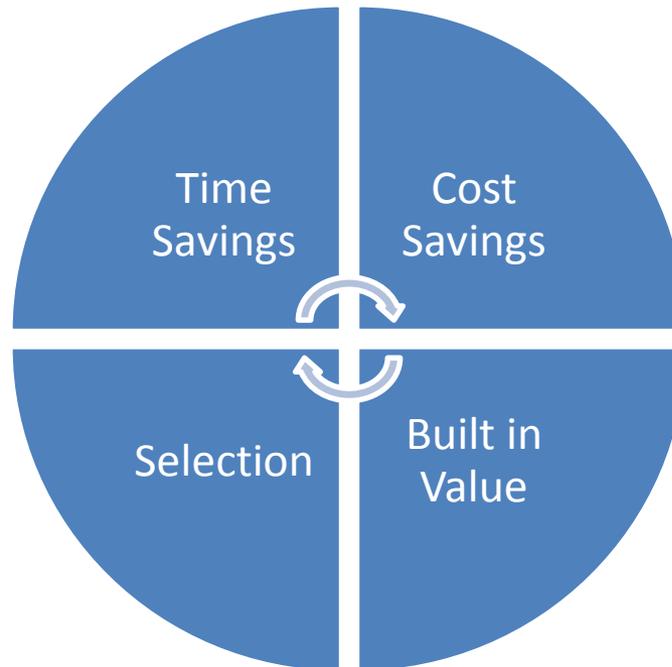
The FEMA NIMS Website

[http://www.fema.gov/
emergency/nims/](http://www.fema.gov/emergency/nims/)

- *Provides:*
 - Clarification on NIMS,
 - NIMS tools and resources, and
 - Updates to specific elements of the NIMS

GSA IHE Resources: State and Local Programs

www.gsa.gov/stateandlocal



Using the GSA Schedule programs can save you time and money, while providing you with an unparalleled selection of local and global contractors and access to GSA's many resources.

GSA's State and Local Programs

www.gsa.gov/stateandlocal

Purchasing Programs

- 1122 (Joint Program with Dept. of Army & Defense Logistics Agency)
- **Cooperative Purchasing**
- **Disaster Purchasing Program**
- Federal Grantee Access to Schedules in Response to Declared Public Health Emergencies
- Wildland Fire Program

Donation Programs

- Computers for Learning
- Surplus Personal Property Donation Program

A Schedule Contract

Schedule Contract

- A five-year IDIQ contract with three five-year options (maximum of 20 years)
- Made competitive via your jurisdiction's policies/ordering procedures or GSA's recommended ordering procedures
- Negotiated and Awarded Based On
 - Positive past performance
 - Volume Discount Practices
 - Demonstrated financial responsibility
- Includes
 - Lists and descriptions of available products and services
 - Pre-negotiated ceiling prices
 - Pre-negotiated terms and conditions

Historical Perspective

Congress enacted legislation to allow GSA to provide the Schedules-based programs currently available to state and local governments.

Cooperative Purchasing Program

www.gsa.gov/cooperativepurchasing

- Schedule 70 – IT products and services
- Schedule 84 – Law Enforcement /First Responder/Security products and services

Disaster Purchasing Program

www.gsa.gov/disasterpurchasing

- Access to ALL Federal Supply Schedules for disaster preparation, response, and recovery

Eligibility

Eligible Users

40 U.S.C § 502 (c) offers the following definition of state or local government:

- The 50 states
- All counties
- Municipalities, cities, towns and townships
- Tribal Governments, or
- Any instrumentality thereof (including any local educational agency or institution of higher education).

Security Products & Services

Security Cameras and Surveillance Systems

Magnetometers

Security Consulting Services

Emergency and Security Communications Equipment

Security System Management

Security Design & Support Services

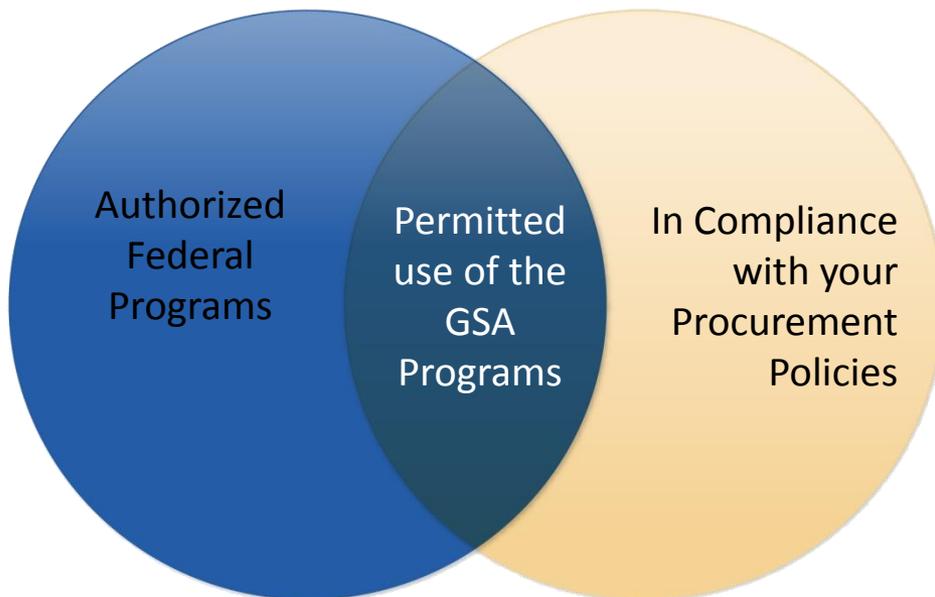
Alarm and Access Control Systems

Personal Identity Verification (PIV) credentialing Services

When Can I Use the Schedules?

State and local customers often turn to GSA for:

- One Time, Large Dollar Buys
- Recurring Needs
- Expeditious and Emergency Procurements



GSA Resources

- Customer Service Directors (CSDs)

- ☐ Training

- In-person
 - Web-based training

- ☐ Free eTools

- ☐ *GSA Advantage!*[®]

- ☐ eBuy

- ☐ eLibrary

- www.gsa.gov/saferschools

Training

In-person &
online
training is
available
from GSA

- Available Training Sessions Include:
 - All GSA State and Local Programs
 - Individual GSA Programs (Cooperative Purchasing, Disaster Purchasing, Computers for Learning, etc)
 - Using *GSAAdvantage!*[®]
 - Using eBay
- Online training is available 24/7 at:
<http://www.gsa.gov/portal/content/104738>

GSA's eTools

- *eLibrary* (www.gsa.gov/elibrary)
 - Online catalog of available contractors
- *GSAAdvantage!*[®] (www.gsaadvantage.gov)
 - Premier online shopping superstore, providing access to millions of commercial products and services
- *eBuy* (www.gsa.gov/ebuy)
 - Online Request for Information and Request for Quote system

Web 2.0 Tools

The screenshot displays the GSA Interact BETA website interface. At the top left is the GSA Interact BETA logo. A navigation bar includes links for Home, GSA Events, Training, Community, and My stuff, along with a search bar for GSA Interact. The main content area is titled "Multiple Award Schedules" and includes sub-navigation for Home, Blog posts, Discussions, Calendar, and Group RSS feed. On the left, there is a calendar for July with the 14th highlighted. The central text describes the group's purpose: to enhance communication and information regarding GSA Schedules, providing a fast, flexible, and cost-effective procurement solution. It also encourages users to share comments and concerns. Below the text is a link to the group's website (http://www.gsa.gov/schedules) and an email address (MASHelpdesk@gsa.gov). A small image shows people working together with the caption "Maximizing the Effective Use of GSA Schedules". On the right side, there are sections for "Actions" (noting that users must register or login to post), "Multiple Award Schedules" with a search bar, "User login" with fields for username and password, and "Upcoming group events" (stating there are none). At the bottom of the right sidebar, "Recent members" are listed, including denisealley and Khavari.

GSA Interact BETA

Home | GSA Events | Training | Community | My stuff | Search GSA Interact

Home > Groups

Multiple Award Schedules

Home | Blog posts | Discussions | Calendar | Group RSS feed

Calendar

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Multiple Award Schedules Group

The purpose of this blog platform is to enhance communication and information regarding GSA Schedules. Blog posts on this platform includes in-depth articles, audio podcasts, and video to supplement gsa.gov/schedules and improve education on how to maximize the effective use of GSA Schedules. Our Value Proposition intent is to provide a fast, flexible, cost-effective procurement solution that allows customers to meet acquisition challenges, while achieving their missions. Visit often to learn more about how GSA Schedules can help you: realize savings, experience flexibility and choice, save time, realize transparency, and control your procurement.

You are encouraged to share your comments, ideas, and concerns on postings. Be aware, however, that all comments will be publicly visible to all visitors to this site. See our [Terms of Use](#). The comment board will be managed by the Multiple Award Schedules Program Division. While not all queries can be answered, a one-hour monthly webinar will be scheduled to address specific audience questions.

Visit our [FAQ Post](#) for answers to frequent questions we receive.

Website: <http://www.gsa.gov/schedules>

Email: MASHelpdesk@gsa.gov

 Maximizing the Effective Use of GSA Schedules

Actions

- You must register or login in order to post into this group.

Multiple Award Schedules

User login

Username:

Password:

[Log in](#)

- Create new account
- Request new password

Upcoming group events

There are no upcoming events.

Recent members

-  denisealley
-  Khavari

GSA Customer Service Directors

A nationwide network of CSDs provide local assistance to customers in understanding and using all GSA programs (<http://www.gsa.gov/csd>)



DOJ: Campus Public Safety

IHEs represent a community resource

IHEs include the open use of campuses, such as:

- Sporting events
- Libraries;
- Gyms;
- Day care facilities;
- College or university K-12 schools on campus; and
- Use of grounds as community green spots, theater productions and even Presidential or other political debates

Campus Public Safety

CAMPUS POLICE DEPARTMENT

- Full Time Sworn Law Enforcement Services
- Enforce Federal, State, Local, & Tribal Laws
- Employed by the IHE
- Major Facilities
 - Arenas
 - Hospitals
 - Research Facilities

LOCAL, STATE, OR TRIBAL POLICE

- Campus relies on local law enforcement

CAMPUS SECURITY

- Non-Sworn Officers
- Employed by the IHE
- Rely on local and State law enforcement for support

CONTRACT SECURITY

- IHE contracts private firm
- Rely on local and State law enforcement for support

Criticality of Campus Public Safety



Role of Campus Public Safety

Develop procedures for facilities and equipment, including testing systems

Develop procedures for mobilizing department of public safety personnel, and pre-positioning resources and equipment

Develop a process for managing incidents at the field level using the ICS

Develop a process for communicating with and directing the central dispatch center, including the activation of the emergency contact list

Campus Public Safety & IHE EOPs

- Develop procedures for reviewing and updating IHE EOP, including addressing functional annexes within the plan, such as:

- Evacuation
- Deny Entry or Closing (Lockdown)
- Shelter-in-Place/Secure-in-Place
- Accounting for All Persons
- Communications and Notification
- Continuity of Operations (COOP)
- Recovery
- Public Health, Medical and Mental Health

- Participate in the Threat Assessment Team

Note: All IHEs, regardless of size, need to be aware of the student, staff or community member who becomes violent for whatever reason.

Campus Public Safety & IHE EOPs

- **IHE** EOPs should include courses of action to most effectively respond to **all hazards**.
- Teach and train on these courses of action, as deemed appropriate by the **IHE**, to minimize the loss of life, property, and disruption to the learning environment.
- Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge.

Campus Public Safety Partners

Local,
county,
State, Tribal
law
enforcement
agencies

First
responder
agencies –
Fire and EMS

Local,
county,
State,
Federal
emergency
management

Local
recovery
agencies

DOJ IHE Resources

- **Community Oriented Policing Service (COPS)** - www.cops.usdoj.gov
 - **COPS** is the office of the U.S. Department of Justice that advances the practice of community policing in America's state, local and tribal law enforcement agencies.
 - Provides K-12 and campus safety resources
 - Grants
 - Knowledge Resources
 - Training
 - Tools

DOJ IHE Resources Cont'd.

Bureau of Justice Assistance - www.bja.gov

Advanced Law Enforcement Rapid Response Training (ALERRT)

- Evaluated by FBI tactical instructors for techniques based on latest data
- Currently used by thousands of officers, providing common, predictable tactics

DOJ IHE Resources Cont'd.

National Center for Campus Public Safety

DOJ has awarded a \$2.3 million grant to create a National Center for Campus Public Safety (September 2013)

Created to be a resource for campus police chiefs, directors of public safety, emergency managers, and key campus safety stakeholders

The National Center will identify and examine emerging risks to campus safety and security and develop resources to combat those risks

FBI IHE Resources

- **Contact your local FBI Field Office:**
 - <http://www.fbi.gov/contact-us/field>
- **Critical Incident Response Group/Active Shooter and Mass Casualty Incidents Webpage:**
 - <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents>

Campus Law Enforcement Resources

The International
Association of Campus
Law Enforcement
Administrators
(IACLEA)

www.iaclea.org

- Member and Non-member Resources

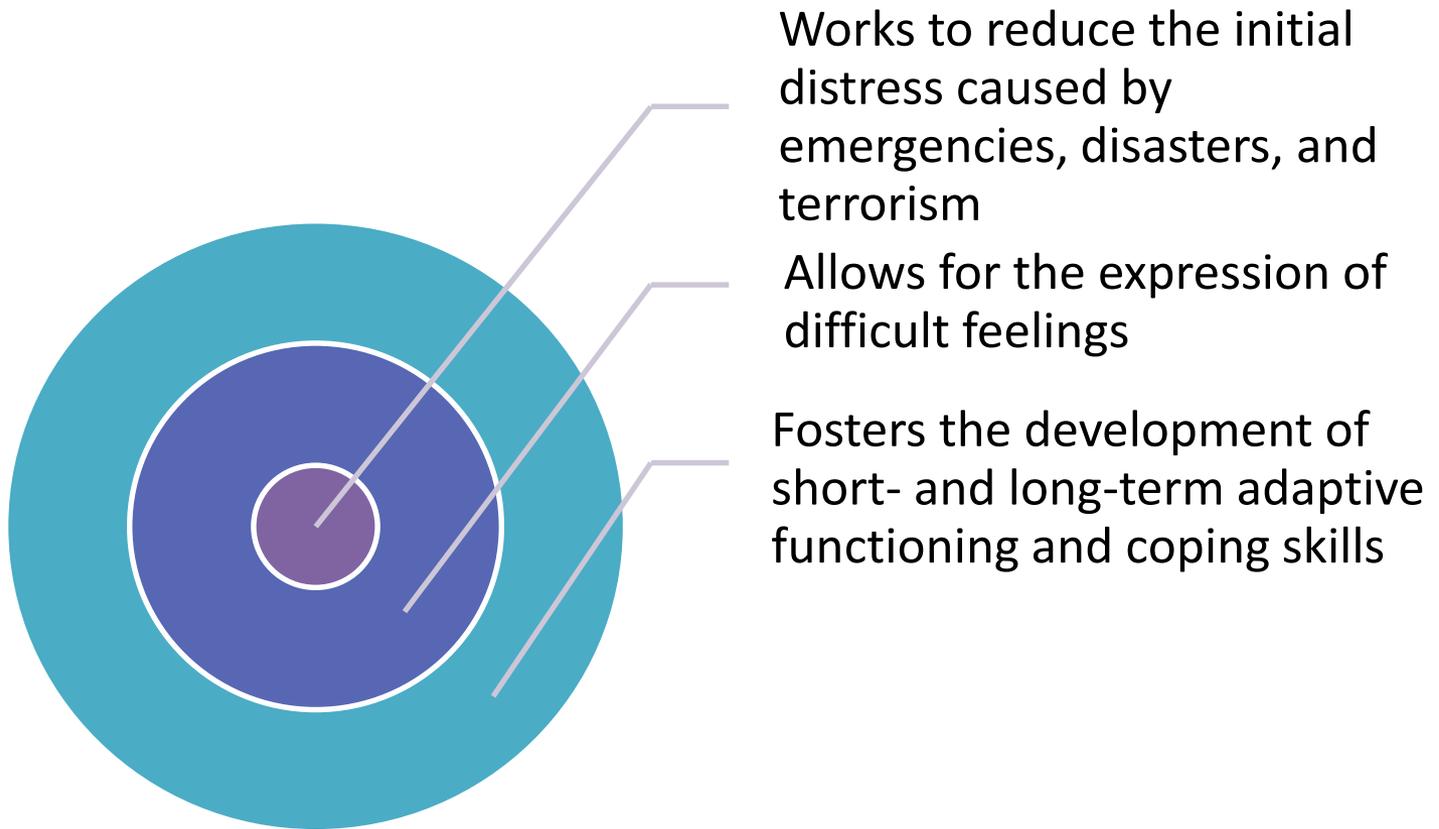
The International
Association of Chiefs of
Police (IACP)

www.theiacp.org

- University and College Police Section

HHS IHE Resources: PFA

What is Psychological First Aid or PFA?



Basic Standards

PFA has 5 Basic Standards

1. Consistent with research evidence on risk and resilience following a trauma
2. Respectful of and consistent with the IHE administration of the academic setting, culture, and behavior of the students
3. Applicable and practical in field settings
4. Appropriate for developmental levels across the lifespan
5. Delivered in a culturally informed, flexible manner

Guiding Principles

Physical

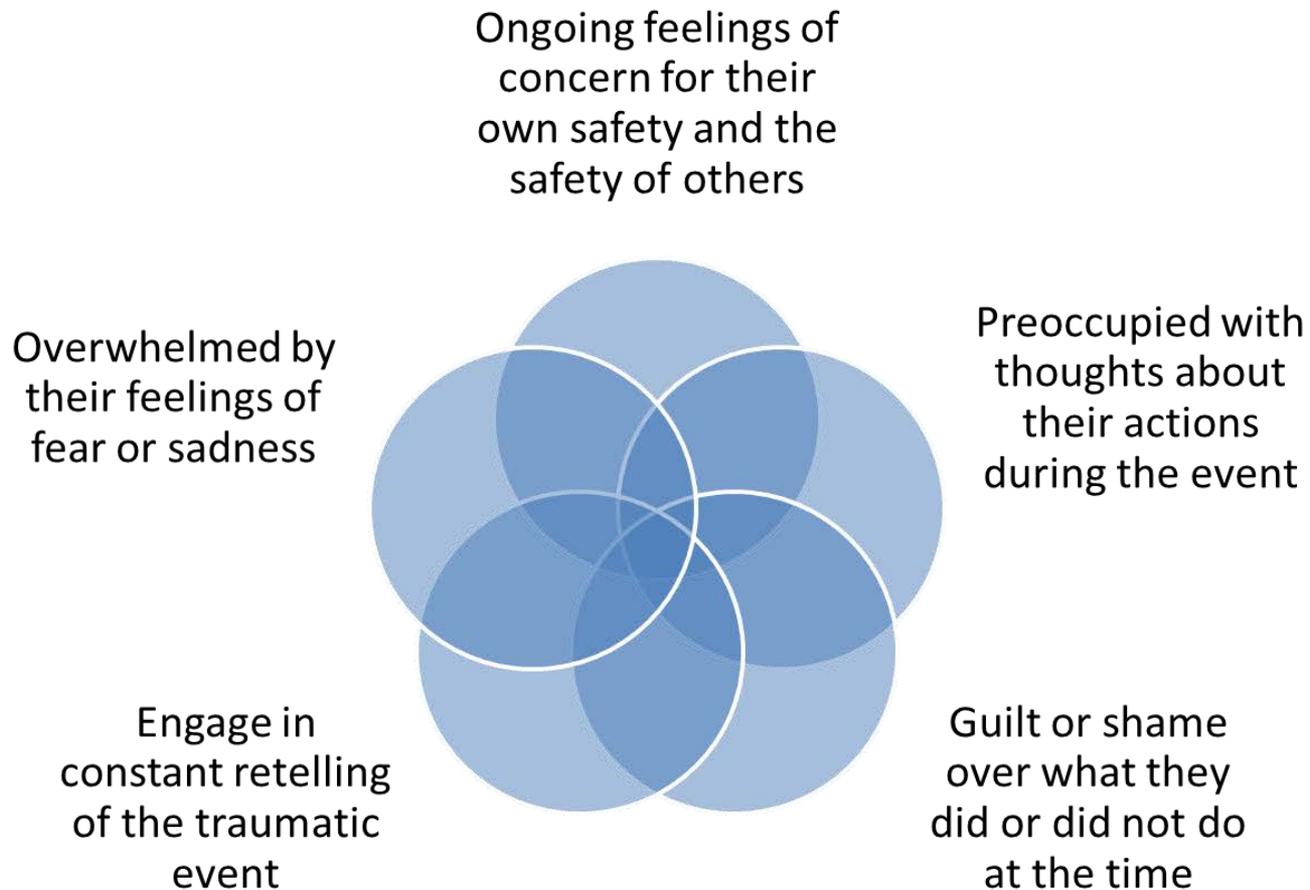
Psychological

Based on understanding that disaster survivors and others affected will experience a broad range of early reactions

Behavioral

Spiritual

Effects of Trauma on Students



Effects of Trauma on Learning

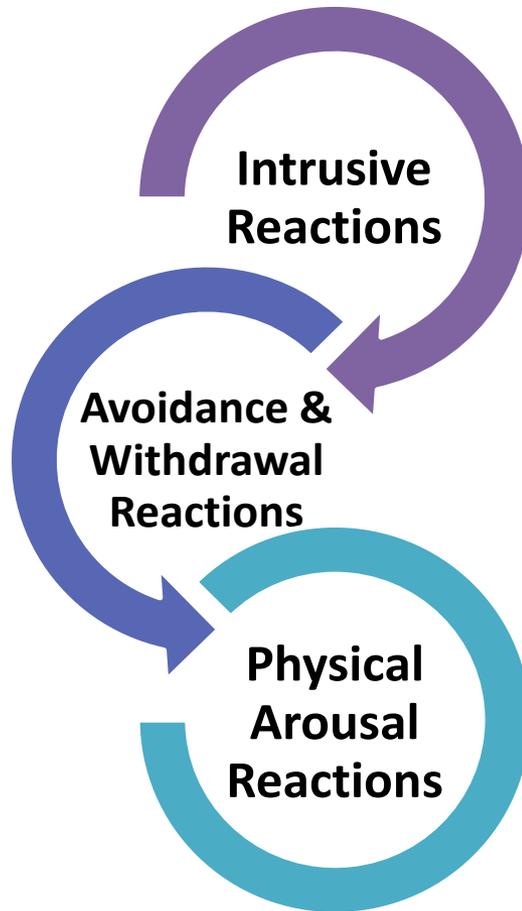
- 
- Serious interruptions to the campus routine and the processes of teaching and learning

- 
- High levels of emotional upset
 - Potential for disruptive behavior, or
 - Loss of student attendance

- 
- Increased difficulties concentrating and learning in class

- 
- Increased potential to engage in unusually reckless or aggressive behavior

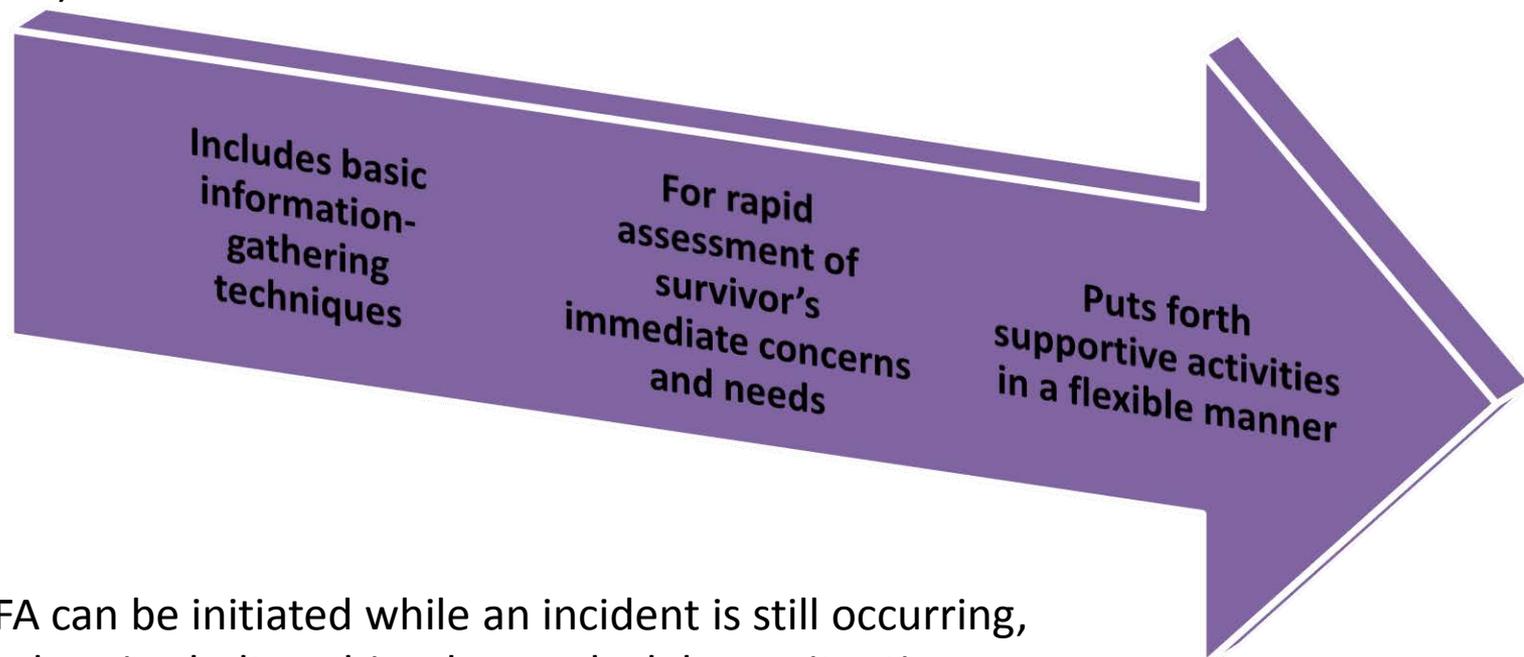
Effects on College Age Students



- Recurrent upsetting dreams, thoughts or images, and strong emotional and physical reactions to reminders of the event
- Avoidance of people, places and things that are reminders of the event;
- Feelings of emotional numbness, detachment and loss interest in usual pleasurable activities
- Difficulties sleeping, poor attention and concentration, irritability, jumpiness, nervousness, and being on the lookout for danger.

Following An Emergency

PFA is most effective immediately following the incident (from one hour to a couple of weeks after an event)



PFA can be initiated while an incident is still occurring, such as in sheltered-in-place or lockdown situations

Use in IHE Settings

- 
- Any staff member, regardless of whether he/she has had mental health training, can deliver aspects of PFA

- 
- Trained members of community emergency response agencies and mental health professionals may provide PFA

- 
- During and after an emergency, teachers and other staff are critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students regain a sense of normalcy

Basic Objectives

To establish a positive connection

To enhance immediate and ongoing safety

To calm and orient

To help identify immediate needs and concerns

To offer practical assistance and information

To connect to social support networks

To empower to take an active role in recovery

To make clear availability and linkage to campus/community resources

Why Provide PFA?

Mental health services and PFA are critical components of IHE emergency management.

The IHE's are typically the first service agencies to resume operations after a disaster/emergency

Emergencies affect students' academic and social achievement

Preparing for emergencies is critical for all campus personnel

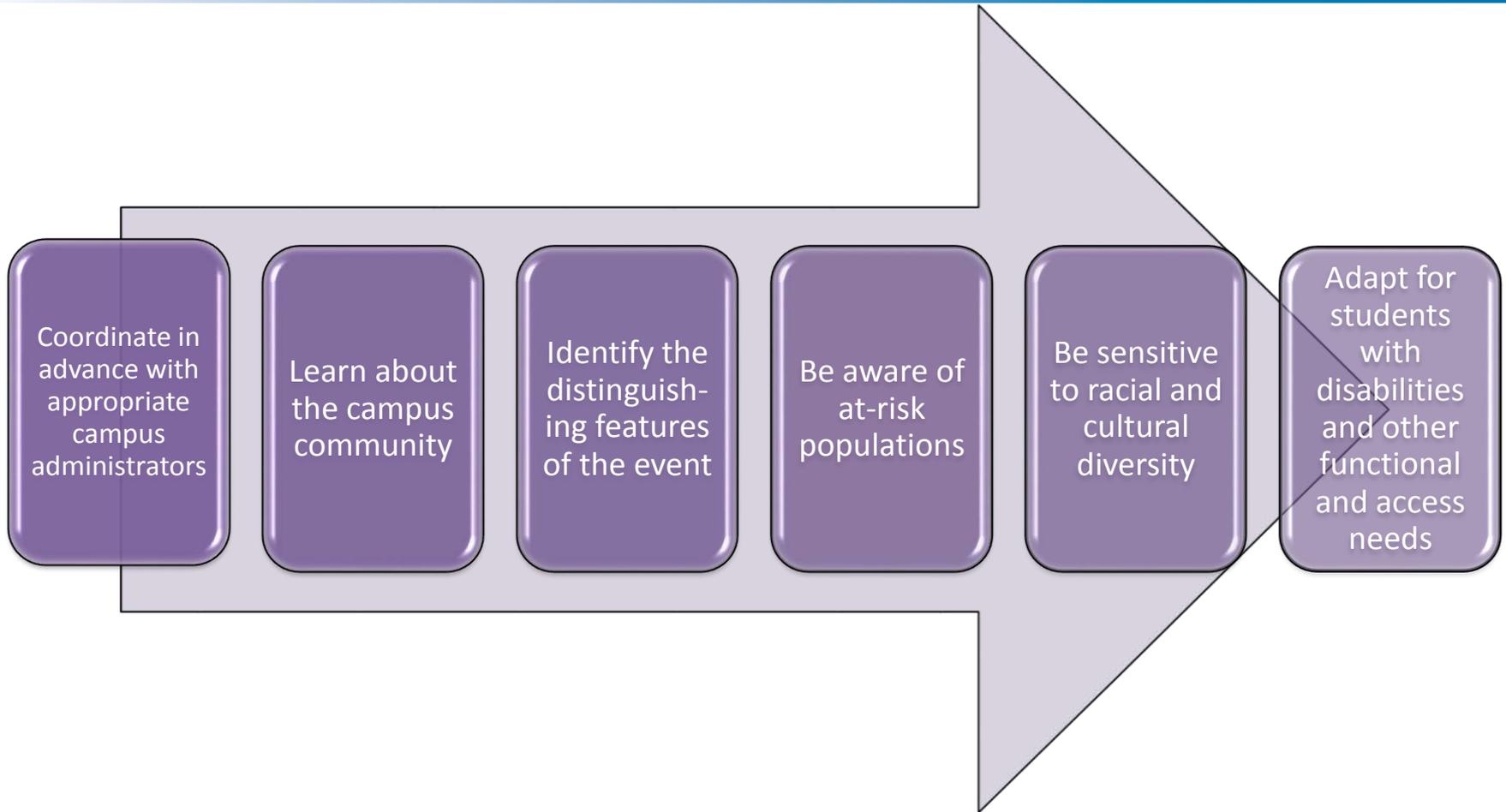
Trauma-related distress can have a long-term impact if left untreated

Brief interventions can produce positive results that last

Five Preparedness Missions



Preparing to Deliver PFA



PFA Resources for IHEs

- <http://www.nctsn.org/content/psychological-first-aid>
- <http://store.samhsa.gov/product/Tips-for-College-Students-After-a-Disaster-or-Other-Trauma/SMA13-4777>
- <http://store.samhsa.gov/product/Tips-for-College-Students-After-a-Disaster-or-Other-Trauma-R-U-A-Survivor-of-a-Disaster-or-Other-Trauma-/SMA13-4778>

Q & A



REMS TA Center: Additional Resources



Additional Resources

The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) web site offers a wide variety of additional resources to support emergency management efforts for schools and IHEs. The resources on this page include a section featuring key priority emergency management issue-specific topics and include a special section dedicated to reports and studies published external to the U.S. Department of Education, but focused on emergency management for the education community. In addition, additional web links provide a listing of emergency management projects and other general emergency management information related to emergency management for schools.

Emerging Issues in School Emergency Management Resources

- [Youth Preparedness Resources](#)
- [Emergency Planning for Juvenile Justice Residential Facilities](#)
- [Key Principles for School Security in Planning For Reductions in Force \(RIFs\)](#)
- [Talking to Children about the Disaster in Japan](#)
- [The Commercial Sexual Exploitation of Children and Forced Child Labor or Human Trafficking](#)

Four Phases of School Emergency Management Resources

- [Prevention-Mitigation and Assessment Resources](#)
- [Preparedness Resources](#)
- [Response Resources](#)
- [Updated! Recovery and Mental Health Resources](#)

Topic-Specific & Hazard-Specific School Emergency Management Resources

Guides For Developing High-quality EOPs



Guides for Developing Emergency Operations Plans

On June 18, 2013, the White House released guides for developing high-quality emergency operations plans for schools, institutions of higher education (IHEs) and Houses of Worship. These guides align and build upon years of emergency planning work by the Federal government and are the first joint product of DHS, DOJ, ED and HHS on this critical topic. The guides are customized to each type of community, incorporate lessons learned from recent incidents, and respond to the needs and concerns voiced by stakeholders following the recent shootings in Newtown and Oak Creek and the recent tornadoes in Oklahoma. Schools, IHEs and Houses of Worship can use them to create new plans as well as to revise and update existing plans and align their emergency planning practices with those at the national, state, and local levels.

[Guide for Developing High-Quality School Emergency Operations Plans](#)

The Guide is accessible here: http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf [PDF, 1.78 MB]

A Resource List is accessible [here](#) [PDF, .41 MB]

[Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education](#)

The Guide is accessible here: http://rems.ed.gov/docs/REMS_IHE_Guide_508.pdf [PDF, 2.15 MB]

A Resource List is accessible [here](#) [PDF, .47 MB]

REMS TA Center Webinars



Readiness and Emergency
Management for Schools
Technical Assistance Center

Publications Resources Webinars Training



Webinars



REMS Webinars feature a web conference presentation (using your telephone and an Internet connection) from experts in the field of emergency management, along with downloadable PowerPoint slides, supplemental reading, and other online materials that enhance the presentation's key learnings. The REMS TA Center will be conducting several of these trainings each year. To receive notifications on upcoming events, please send an email to info@remstacenter.org.

Upcoming Webinars

We are working on developing and hosting new and exciting training webinars. Please continue to check back for updates and opportunities to participate.

Webinars

The following webinars and accompanying presentation materials and resources are available for download and review at any time.

REMS TA Center



Phone: (855) 781-7367 (REMS)
Email: info@remstacenter.org

For additional information, resources, training, and technical assistance, please contact the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center.

**Get the new
Guides**

**Access IHE
emergency
management
resources**

**Request
Technical
Assistance**

**Access training
materials**