



# School Emergency Management: An Overview



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



# Summary of Webinar

- Welcome & Introductions
- Introduction of Presenter
- Webinar Presentation
- Q &A Session
- Overview of “Now Is The Time”
- Brief Q & A Session
- Wrap Up & Resources



# What is a School Emergency Management Plan?

- A critical step to securing and protecting our schools
- A key tool to handle emergencies
- Addresses safety needs of all students, staff and visitors
- Addresses both natural and man-made events that can disrupt teaching and learning
- Addresses events on the way to school, during school, and during after school activities



# Why Do We Need a School Emergency Management Plan?

- To reduce the opportunity for disruptive events to occur and lessen consequences if they do
- To comply with state and local laws and regulations
- To build confidence of public in operation of schools
- To reduce consequences to school districts



# Key Elements of a School Emergency Management Plan

- Framed by the Four Phases of School Emergency Management
- Uses an all-hazards approach
- Based on a vulnerability assessment
- Integrates students and staff with disabilities and other access and functional needs
- Developed with community partners
- Incorporates NIMS and ICS
- Practiced consistently, reviewed, revised



# What States Can Do to Help Districts and Schools

- Form state-level partnerships with key agencies
- Disseminate state mandates
- Identify effective models and strategies from districts and schools for use by others
- Provide training opportunities



# The Four Phases of School Emergency Management



# What is the Prevention-Mitigation Phase?

- Prevention is the action schools and districts take to decrease the likelihood that an event or crisis will occur
- Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented (e.g., natural disasters)
- Many hazards have both components



# The Prevention-Mitigation Phase

- Designed to assess and address
  1. Safety and integrity of facilities
  2. Security
  3. Culture and climate of schools
- Includes walk-through inspections with first responders and other partners (e.g., insurance risk managers)
- Builds on what schools are already doing
- Reliant on community partnerships and leadership



# Key Elements of Prevention-Mitigation

- Conducting school vulnerability assessments
- Anchoring outdoor, heavy indoor equipment
- Installing building access control measures
- Controlling access to hazardous areas
- Establishing programs to improve school culture and climate
- Establishing policies promoting safety and security, including reviewing plan
- Using the Crime Prevention Through Environmental Design (CPTED)



# Preventing Violence: School Culture and Climate

Positive culture & climate=Less likelihood of violence



- Supports violence prevention
- Requires a long-term strategy
- Is program-based (anti-bullying, etc.)



# What States Can Do to Help Districts and Schools

## Prevention-Mitigation

How can your state assist LEAs in their efforts to prevent-mitigate all hazards? In this phase, LEAs:

- Build partnerships
- Conduct assessments
- Establish programs and policies



# What is the Preparedness Phase?

The Preparedness phase is designed to facilitate a rapid, coordinated and effective response.

The school community is strengthened by coordinating with community partners on:

- Developing an emergency plan, policies and protocols
- Communicating roles and responsibilities
- Adopting NIMS and ICS
- Conducting training, exercises, and drills



# NIMS and ICS

## The National Incident Management System (NIMS)

- Used by all first responders
- Creates a common operating picture and mutual goals
- Puts forth the Incident Command System (ICS)

## The Incident Command System (ICS)

- Uses a single management system
- Facilitates effective response



# Persons with Disabilities and Other Access and Functional Needs

Include district's and partners' special needs experts on your planning team to address:

- Visual and hearing
- Mobility
- Cognitive
- Attentional
- Emotional
- Medical; and
- Communication needs



# Drills and Exercises

- Drills: Define frequency, responsibilities, and procedures
- Tabletops: Informal gathering of partners to orally review and practice the plan
- Full-Scale Exercises: Require extensive planning, conducted with community partners, simulates a specific scenario



# What States Can Do to Help Districts and Schools

## Preparedness

How can your state assist LEAs in their efforts to prepare for all hazards? In this phase, LEAs:

- Develop a plan, policies and protocols
- Adopt NIMS & ICS
- Consider the needs of all students & staff
- Conduct training, drills and exercises



# What is the Response Phase?

- When emergency management plans are activated to effectively contain and resolve an emergency
- Plans developed during the Prevention-Mitigation and Preparedness Phases are utilized during the Response Phase
  - Activate the plan (lockdown, evacuation, shelter-in-place)
  - Work with community partners (NIMS, ICS)
  - Use accountability & reunification plan
  - Utilize communications plan



# Key Elements of Response Phase

- Activate the plan and the ICS
- Work with first responders and community partners
- Assess problem / determine level of response
- Deploy resources and make informed decisions
- Account for students, faculty and staff
- Reunify parents/guardians with students
- Initiate transition to the Recovery Phase
- Conduct an after-action assessment



# What States Can Do to Help Districts and Schools

## Response

How can your state assist LEAs in their efforts to respond to all hazards? In this phase, LEAs:

- Consider response procedures
- Work with community partners (NIMS & ICS)
- Implement accountability, reunification and communication plans
- Conduct after-action reviews



# Recovery Phase

- Designed to assist students, staff and families in the healing process and to restore educational operations
- Has four primary recovery components:
  1. Physical/structural
  2. Business/fiscal
  3. Academic
  4. Psychological/emotional
- Uses an all-hazards approach
- Supported with community partners



# Physical, Structural & Fiscal Recovery

Some elements of physical, structural & fiscal recovery include:

- Assessment and repair of facilities
- Possible need for alternative sites or buildings due to extensive damage
- Business and fiscal recovery (e.g., payroll, succession planning)
- Registration and record management systems



# Academic & Psychological/Emotional Recovery

- Academic recovery is key to restoring the teaching and learning environment
- Academic recovery is closely linked to the other aspects of recovery
- Psychological/emotional recovery promotes coping, supports resiliency for students and staff
- Establish a system for identifying and monitoring children and staff who may need short- and long-term supports or interventions



# What States Can Do to Help Districts and Schools

## Recovery

How can your state assist LEAs in their efforts to recover from all hazards? In this phase, LEAs:

- Assist students, staff and their families in the healing process
  - (academic, psychological/emotional)
- Restore educational operations
  - (Physical/structural, business/fiscal)



# In Summary: Steps for Developing an Emergency Management Plan

- Step 1: Collect existing resources, gather information, and assemble team with community partners
- Step 2: Conduct assessments
- Step 3: Identify gaps and weaknesses
- Step 4: Assemble plan



# In Summary: Steps for Developing an Emergency Management Plan

- Step 5: Incorporate vulnerability data
- Step 6: Conduct trainings and exercises
- Step 7: Revise plan based on outcomes of trainings and exercises
- Step 8: Communicate plan as appropriate
- Step 9: Establish accountability measures



# Action Steps

- What you can do now:
  - Identify who has responsibility for developing your school or district's plan
  - Review your plan to ensure it includes the key elements and considerations
  - Ensure all community partnerships are in place and parents, students and staff know their responsibilities
  - Assess and prioritize hazards and risks
  - Plan an exercise or drill to practice your plan
  - Review, revise and update your plan



# Now Is The Time

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## The President's Plan to Protect our Children and Communities by Reducing Gun Violence: Now Is the Time

- Presented by David Esquith, Director, Office of Safe and Healthy Students, Office of Elementary and Secondary Education, U.S. Department of Education



# Now Is The Time

## ED Led Programs

### CREATE A SAFER CLIMATE AT SCHOOLS ACROSS THE COUNTRY

- School Climate Grants: Proposed \$50 million for a new initiative to help 8,000 schools create safer and more nurturing school climates. These grants will assist schools to use evidence-based strategies to prevent and positively intervene to address problem behaviors such as bullying, drug abuse, and poor attendance.



# Now Is the Time (continued)

- Model School Climate Survey: ED will work to develop a model school climate survey to help schools collect reliable data.
- Best Practices on School Discipline: ED will collect and disseminate best practices on school discipline policies and help LEAs equitably implement these policies.



# Now Is the Time (continued)

## MAKE SURE STUDENTS AND YOUNG ADULTS GET TREATMENT FOR MENTAL HEALTH ISSUES

- Grants to Address Pervasive Violence: Proposed \$25 million for a new initiative that will help schools address pervasive violence. Funding could be used to offer students mental health services for trauma or anxiety, conflict resolution programs, and other school-based violence prevention strategies.
- National Conversation on Mental Health: Secretary Duncan, in conjunction with Secretary Sebelius, will launch a national conversation to increase understanding about mental health.



# Now Is the Time (continued)

## ENSURE EVERY SCHOOL HAS A COMPREHENSIVE EMERGENCY MANAGEMENT PLAN

- Emergency Management Grants: Proposed \$30 million for a new initiative to provide one-time grants to States to help schools develop and implement high quality and comprehensive emergency management plans.
- Model Emergency Management Plans: By May 2013 ED, DOJ, HHS, and DHS will release guidance and models for how to develop and implement high quality emergency management plans for schools and IHEs.
- Requiring Comprehensive Plans: Congress should require states and LEAs receiving school safety funding from ED to have a comprehensive, up- to-date emergency management plan.



# Now Is the Time (continued)

## Key Programs Involving Education Led by Other Agencies

### ENSURE SAFE SCHOOLS

- Incentives to Hire School Resource Officers: Proposed use of existing authority under the Department of Justice's Cops Hiring Grants program to create a preference for grant applications that support school resource officers in this year's competition.
- Comprehensive School Safety Program: Proposed \$150 million for a new program to provide funds for hiring school personnel, purchasing school safety equipment, training crisis intervention teams, and other school safety activities. School districts and law enforcement agencies could use the funds to hire school resource officers, school psychologists, social workers, and counselors.



# Now Is the Time (continued)

## MAKE SURE STUDENTS AND YOUNG ADULTS GET TREATMENT FOR MENTAL HEALTH ISSUES

- Project AWARE: Proposed \$55 million for an initiative to reach 750,000 young people through programs to identify mental illness early and refer them to treatment. This two part program would provide: (1) \$15 million for “Mental Health First Aid” training for teachers and others who work with youth to recognize young people who need help and encourage them to seek treatment; and (2) \$40 million to help school districts work with law enforcement, mental health agencies, and other local organizations to ensure students with signs of mental illness get referred to appropriate services. Led by HHS.
- Train Mental Health Professionals: Proposed \$50 million for a new initiative to train more than 5,000 additional mental health professionals to serve students and young adults. Led by HHS.



# The REMS TA Center

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

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