GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

A CLOSER LOOK: SCHOOL CLIMATE AND EMERGENCIES

Agenda

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David Esquith, Director, Office of Safe and Healthy Students, ED

2 **Conducting a Comprehensive Needs Assessment**
David Esquith, Director, Office of Safe and Healthy Students, ED

3 **Using Multi-Tiered Interventions and Supports**
David Osher, Ph.D., Principal Investigator, National Center on Safe Supportive Learning Environments, AIR

4 **Promoting Social and Emotional Competencies**
David Osher, Ph.D., Principal Investigator, National Center on Safe Supportive Learning Environments, AIR

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School Climate and Emergencies

"School climate" describes a range of campus conditions, including safety, relationships and engagement, and the environment, that may influence student learning and well-being.

School Climate and Emergencies

Positive school climates that promote student learning and well-being often feature:

- Safe environments free of violence, bullying, harassment, and substance use;
- Appropriate facilities and physical surroundings;
- Supportive academic settings;
- Clear and fair disciplinary policies;

School Climate and Emergencies

Positive school climates that promote student learning and well-being often feature (continued):

- Respectful, trusting, and caring relationships throughout the school community;
- Available social, emotional, and behavioral supports.

School Climate and Emergencies

Student experiences which contribute to poor school climate and low academic achievement may include:

- Lack of connection
- Lack of safety
- Teasing, bullying, gangs
- Negative relationships with adults and peers
- Reactive punitive approaches to discipline

Prevention

A positive school climate can affect the capacity of students and staff to prevent, respond to, and recover from emergencies by reducing the incidence of behaviors that can contribute to crisis, and engaging students in developing strong relationships with staff and peers.

Response

Schools with positive school climates teach students social and emotional competencies and the ability to manage their emotions during an emergency.

Recovery

A positive school climate can help in the recovery because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community.

What Schools Can Do

To build the capacity of students and staff to prevent, respond to, and recover from emergencies, schools can promote a positive school climate by:

1. Conducting a comprehensive needs assessment
2. Using multi-tiered interventions and supports
3. Promoting social and emotional competencies

Needs Assessment

A comprehensive needs assessment of school climate including school engagement, school safety, and the school environment can provide schools with the data support needed to pursue comprehensive approaches to improving school climate.

Needs Assessment

- Needs assessments should include student perceptions and, where appropriate, parent and staff perceptions, to help schools identify key issues.

- By monitoring these indicators, schools may identify threats and use this information to implement appropriate interventions or programs.

- These data can be most effective when used for decision-making and are disaggregated.

Measuring School Climate

Measures of school climate should:

- **Encompass multiple aspects of school climate**
- **Be able to be processed quickly enough to share before the end of the school year**
- **Be collected through valid and reliable instruments with appropriate psychometrics**
- **Be collected from multiple respondents**

Measuring School Climate

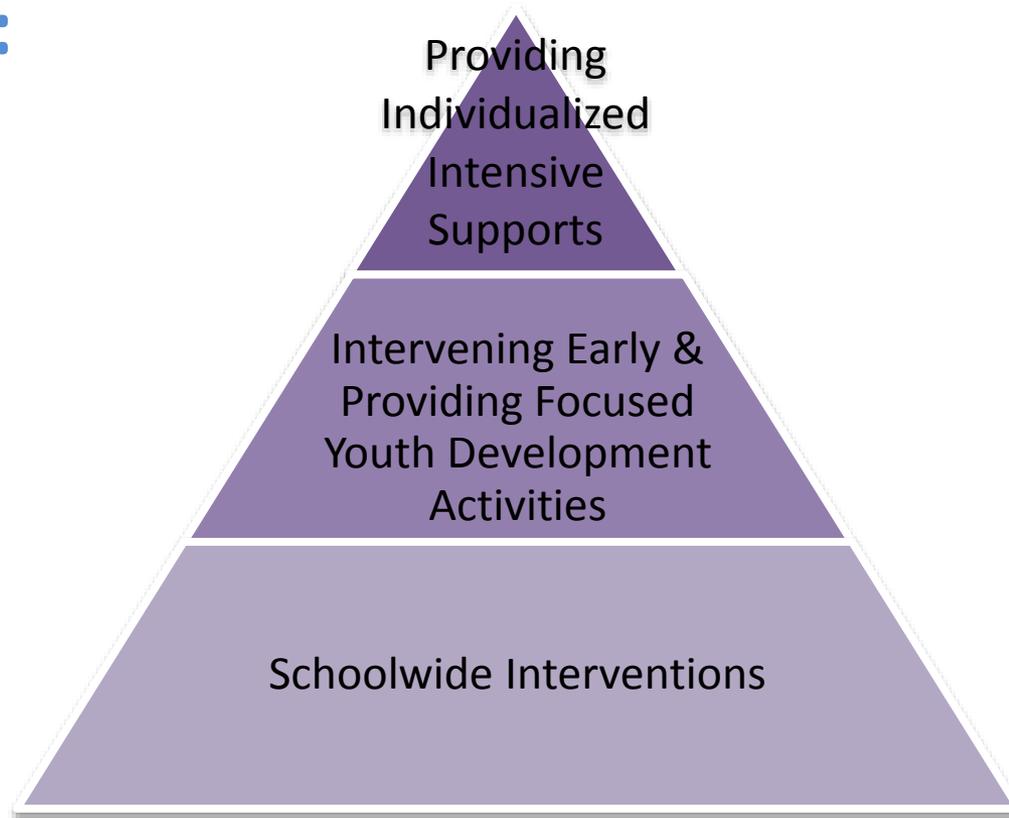Measures of school climate (continued):

- Be collected so that subgroups can be examined
- Be collected using multiple instruments (e.g. incident data, YRBS, surveys)
- Include measures that are understood to have a direct impact on academics
- Be actionable and practical to administer

Multi-Tiered Interventions and Supports

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement.

Multi-Tiered Interventions and Supports

A three-tiered framework would comprise the following:

Providing Individualized Intensive Supports

Intervening Early & Providing Focused Youth Development Activities

Schoolwide Interventions

Benefits of Multi-tiered Interventions and Supports

- **Builds the skills that support life and resiliency in crisis.**

- **Reduces problem behaviors while making students feel safer and improving academic performance.**

- **Provides a structure to customize and organize practices and programs based on data.**

- **Helps schools to better identify students struggling with trauma post-event, and select appropriate interventions to help them to recover.**

Promoting Social and Emotional Competencies

- **Social and emotional learning (SEL) is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions.**

- **SEL can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings.**

Promoting Social and Emotional Competencies

- These and other social and emotional competencies can help individuals prepare for and respond to emergencies.

- Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.

Impact of Social and Emotional Learning on Academic Achievement and Other Student Outcomes

- **Meta-analysis of 213 school-based, universal SEL programs involving 270,034 kindergarten through high school students conducted.**

- **Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development.

School Climate Resources

- **For more information about school climate and how to measure it, visit the National Center on Safe Supportive Learning Environments at http://safesupportivelearning.ed.gov.**

- **For more information about a multi-tiered behavioral framework, visit the Technical Assistance Center on Positive Behavioral Interventions and Supports at http://www.pbis.org.**

- **For further information about teaching social and emotional competencies, visit http://safesupportivelearning.ed.gov.**

REMS TA Center
http://rems.ed.gov

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 school emergency management resources

Request technical assistance

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REMS TA Center: Additional Resources

Readiness and Emergency Management for Schools
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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

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 acompanying presentation materials and resources are available for download and review at any time.

REMS Technical Assistance Center

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

Phone: (855) 781-7367 (REMS)

Email: info@remstacenter.org

Web site: http://rems.ed.gov