



School EOP Planning 101: Creating High-Quality School Emergency Operations Plans That Address All Threats, Hazards, Settings, and Times

Friday, February 26, 2021

WEBINAR

Presented by the
**Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center**



U.S. Department of Education
Office of Safe and Supportive Schools
(OSSS)

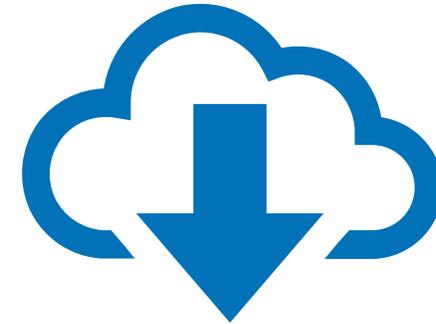
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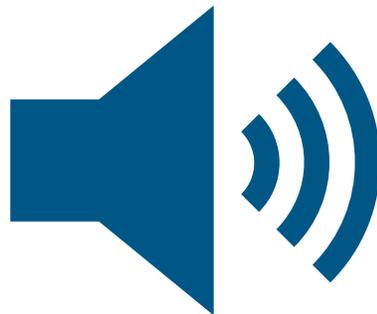
WEB LINKS



Q&A

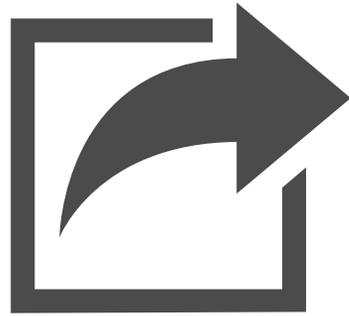


FILES



AUDIO WILL COME FROM YOUR
COMPUTER ONLY.

Send Us Questions



Submit via
Q&A Pod

DURING



Send to our
Help Desk

AFTER



Presenters



Madeline Sullivan, Management and Program Analyst, Office of Safe and Supportive Schools, U.S. Department of Education



Janelle W. Hughes, Project Director, REMS TA Center



Alison Curtis, Director of Information and Product Management, REMS TA Center



Planning and Partnering for School Safety



Using a Six-Step Planning Process to Build School Safety



Formatting Your School EOP Using a Basic Plan and Annexes



Resources and Tools to Support Your Work

Poll #1: Are we new to you?



CONNECT WITH US ON TWITTER



Your National School Safety Center



@remstacenter

#ChatWithREMS

Poll #2: Tell us about yourself!



What role do you play within your agency?

- How do you support the creation, maintenance, and/or revision school EOPs? (Describe your role in this area.)

Planning and Partnering for School Safety



SCHOOL SAFETY GUIDES

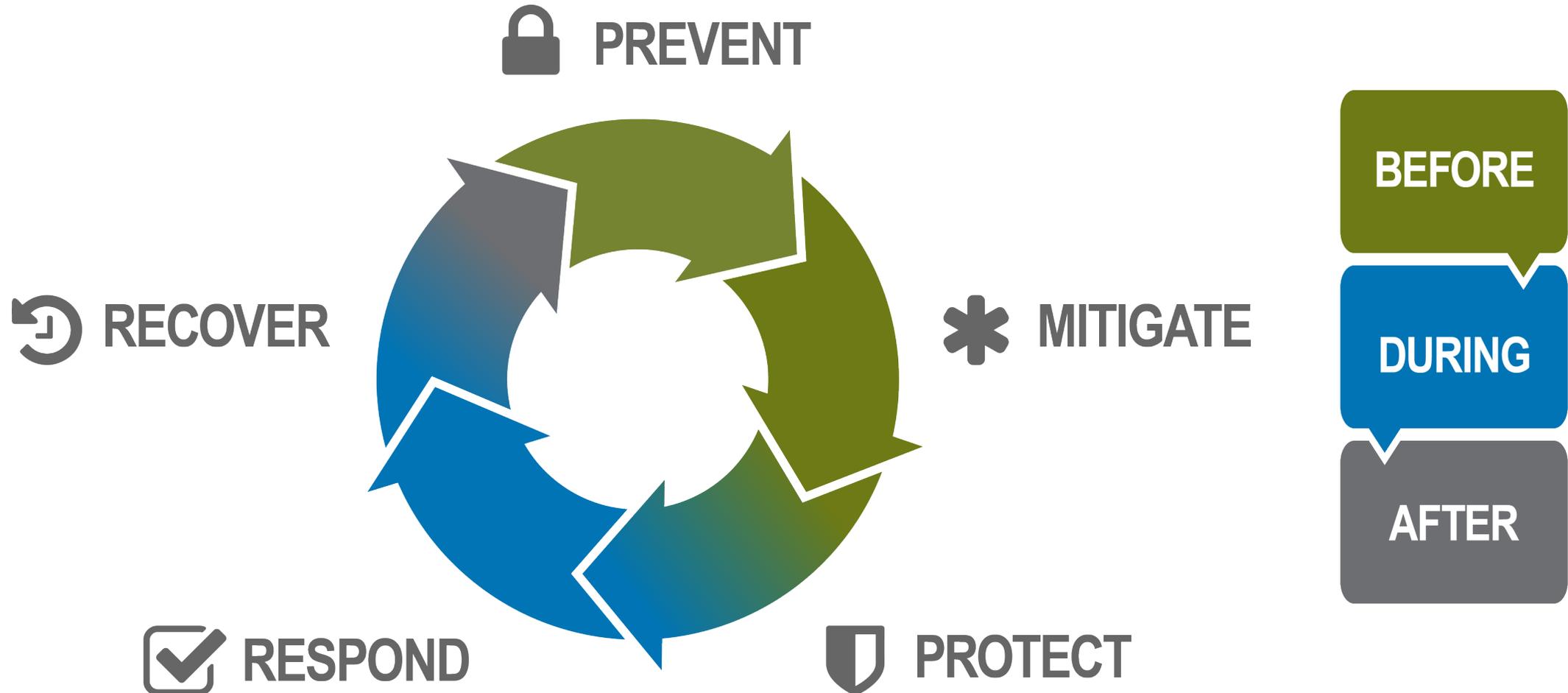
KEY CONCEPTS, PRINCIPLES, & PROCESSES



FEMA



NATIONAL PREPAREDNESS SYSTEM



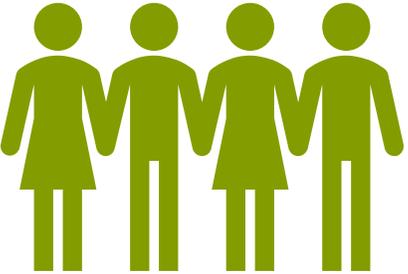
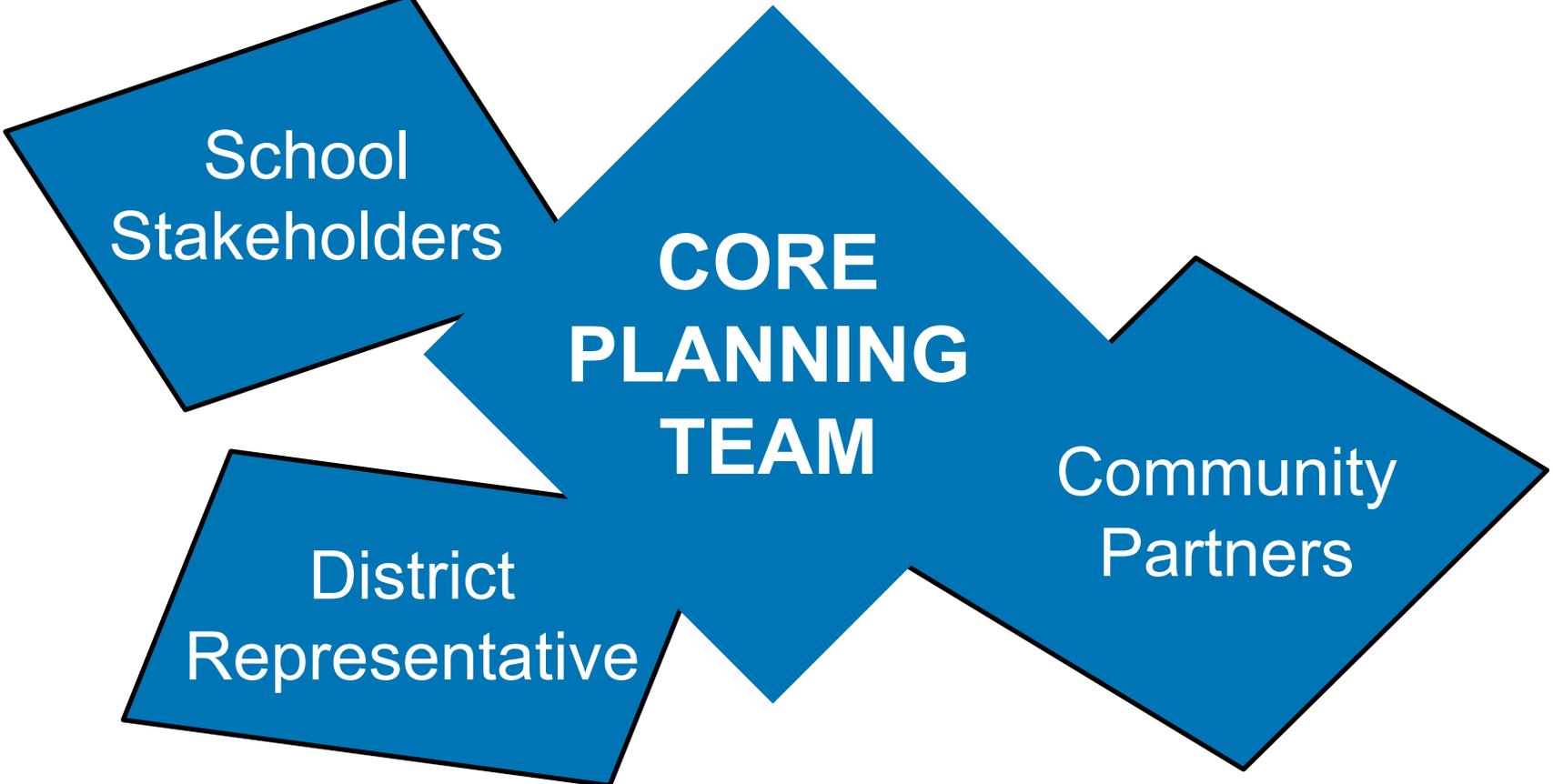
REFLECTIONS ON PLANNING PRINCIPLES



Using a Six-Step Planning Process to Build School Safety

STEPS IN THE PLANNING PROCESS





Poll #3: Forming Collaborative Teams

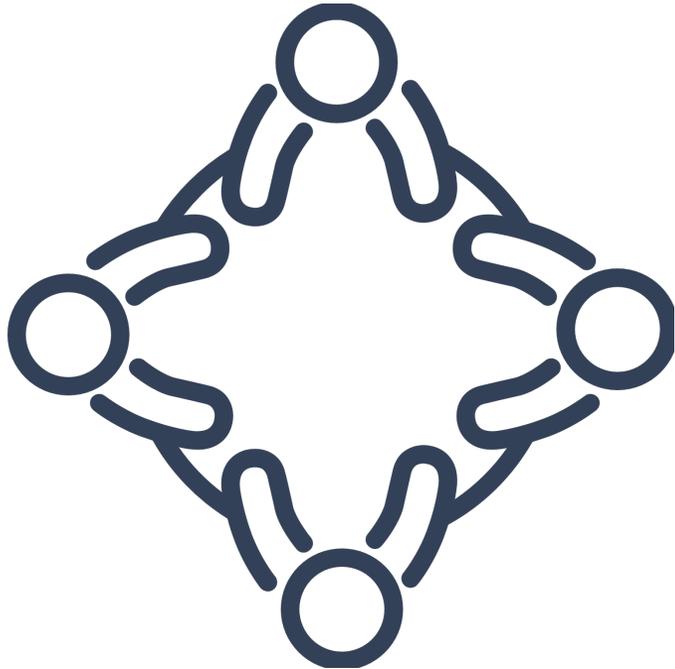


Are there any partners not currently included on your school EOP planning team that would like to invite?

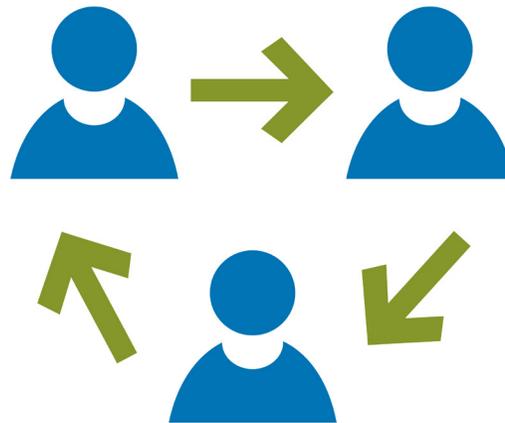
- If yes, which partners?

STEP 1: FORM A COLLABORATIVE PLANNING TEAM

**Form a
Common
Framework**



**Define and Assign
Roles and
Responsibilities**



**Determine a
Regular Schedule
of Meetings**



ONE COMMON FRAMEWORK

National Incident Management System (NIMS) and Incident Command System (ICS)

- Single system for managing domestic incidents across the United States
- Suitable for *all* schools and educational institutions to implement throughout all phases of school emergency management
- A core set of comprehensive procedures that allow schools to manage emergencies and coordinate with first responders
- Connects these institutions to their community partners

Poll #4: Integrating NIMS and ICS



Does your school or school district integrate or provide training on NIMS or ICS?



Identify and Prioritize Threats and Hazards

The planning team first needs to understand the threats and hazards faced by the school and the surrounding community.



SAMPLE THREATS AND HAZARDS

Natural Hazards

- Typhoon Yutu

Technological Hazards

- Power Outages

Biological Hazards

- COVID-19 Pandemic

Adversarial-, Incidental- and Human-Caused Threats

- Protests and Demonstrations

CONDUCTING ASSESSMENTS



Poll #5: Conducting Assessments



Has your school or school district modified any assessment types in response to the pandemic?
Specific how below:

- Changed key stakeholders involved in developing, conducting, and/or completing assessments
- Created new formats and/or content
- Revised existing formats and/or content
- Increased frequency
- Decreased frequency

EVALUATING RISKS AND VULNERABILITIES

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Protest/ Demonstration	4 – Highly likely 3 – Likely 2 – Possible 1 – Unlikely	4 – Catastrophic 3 – Critical 2 – Limited 1 – Negligible	4 – Minimal 3 – 6-12 hrs. 2 – 12-24 hrs. 1 – 24+ hrs.	4 – 12+ hrs. 3 – 6-12 hrs. 2 – 3-6 hrs. 1 – <3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Power Outage	4 – Highly likely 3 – Likely 2 – Possible 1 – Unlikely	4 – Catastrophic 3 – Critical 2 – Limited 1 – Negligible	4 – Minimal 3 – 6-12 hrs. 2 – 12-24 hrs. 1 – 24+ hrs.	4 – 12+ hrs. 3 – 6-12 hrs. 2 – 3-6 hrs. 1 – <3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



Goals are broad, general statements that indicate the desired outcome in response to a threat or hazard. The planning team may aim to develop **at least three goals** indicating the desired outcome for

1. **Before**
2. **During**
3. **After** the threat or hazard

Objectives are specific, ***measurable actions*** that are necessary to achieve the stated goals for each of the timeframes.



SAMPLE GOALS AND OBJECTIVES

SHELTER-IN-PLACE

Sample Goal (Before): Have the capacity to shelter-in-place immediately.

- Objective: Prepare to seal shelter locations or take personal protective actions.
- Objective: Prepare to meet the basic needs of the whole school community until the identified emergency is resolved.

Sample Goal (During): Protect students and staff from exposure to exterior hazards or contaminants.

- Objective: Seal the school or take personal protective actions until the emergency is resolved.
- Objective: Meet the basic needs of the whole school community.

Sample Goal (After): Restore a safe and healthy learning environment.

- Objective: Clean up the physical environment.
- Objective: Tend to emotional needs.
- Objective: Evaluate and refine plans.



SAMPLE GOALS AND OBJECTIVES

EARTHQUAKE

Sample Goal (Before): Prevent injuries, loss of life, and property damage.

- Objective: Train the whole school community in earthquake response.
- Objective: Conduct non-structural and structural mitigation.
- Objective: Inspect and replenish emergency supplies.

Sample Goal (During): Protect students and staff from injury.

- Objective: Take immediate protective measures during the shaking.
- Objective: Safely evacuate after the shaking stops.
- Objective: Provide for the immediate and short-term medical, physical, and emotional needs.

Sample Goal (After): Restore a safe and healthy learning environment.

- Objective: Communicate with stakeholders.
- Objective: Address emotional needs.
- Objective: Inspect and clean up the physical environment.
- Objective: Evaluate and refine plans.



Possible courses of action typically are developed using a four-step process.

Step 1: Describe possible scenarios.

Step 2: Determine the amount of time available to respond.

Step 3: Identify decision points.

Step 4: Develop *Courses of Action*.



SAMPLE COURSES OF ACTION

SHELTER-IN-PLACE

Before: Assistant Principal and Town Engineer will identify most structurally sound locations in the building that provide maximum protection in a severe weather emergency.

During: As directed by the Incident Commander and based on the nature of the emergency, all students, staff members, and visitors should remain in their classrooms or immediately go to their designated shelter-in-place areas (1–5 minutes).

After: Guidance Director will provide information on symptoms of longer term traumatic response so that teachers are able to observe and refer students with lingering concerns.



SAMPLE COURSES OF ACTION

EARTHQUAKE

Before: All Staff and Substitutes take our *Safer Schools* online earthquake training, which is located on the staff secure Website, before school starts in the fall.

During: All students, staff members, and visitors should immediately Drop, Cover, and Hold On. This includes teachers.

After: Administrator and Planning Team conduct regular debrief sessions with staff members. The administrator will determine the frequency.

1



Form a Collaborative Planning Team

2



Understand the Situation

3



Determine Goals and Objectives

4



Plan Development (Identifying Courses of Action)

5



Plan Preparation, Review, and Approval

6



Plan Implementation and Maintenance



EOP ASSIST

Interactive Workbook

Stoneybrook Middle School Emergency Operations Plan

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4. Organization and Assignments.....	
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Family Reunification.....	
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Threat- and Hazard-Specific Annexes.....	
Fire.....	
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Hazardous Materials.....	
Infectious Diseases.....	
Contaminated Food Outbreaks.....	
Active Shooters.....	
Gang Violence.....	

Stoneybrook Middle School Emergency Operations Plan

BASIC PLAN

1. Introductory Material

1.1 Promulgation Document and Signatures

William Haddad Superintendent of Schools	Brian Scho
Jennifer Smith School Board President	Sarah Scho
Garrett Gonzales School Board Member	Suzie Scho
Kelly Fulton School Board Member	Marti Fire C
Marissa Jackson School Board Member	Sand Police
Joseph Yeago School Board Member	Steph Emer

Stoneybrook Middle School Emergency Operations Plan

FUNCTIONAL ANNEXES

Evacuation

Goal 1 (Before): ensure all students and staff know the evacuation route.
Objective: assess, identify, and communicate the location of rally points to be used during an evacuation.
Objective: train students and staff on evacuation route and procedures.
Objective: conduct evacuation drills and exercises so that students and staff may practice evacuation procedures.

Goal 2 (During): evacuate the school immediately.
Objective: alert and notify school community of threat and/or hazard inside the building.
Objective: evacuate all students, staff, and guests from the school using assigned routes.
Objective: pre-designated staff direct evacuation traffic.

Goal 3 (After): confirm that all individuals have left the building.
Objective: staff maintain control over students and await directions from Incident Commander (IC).

Courses of Action:

Before

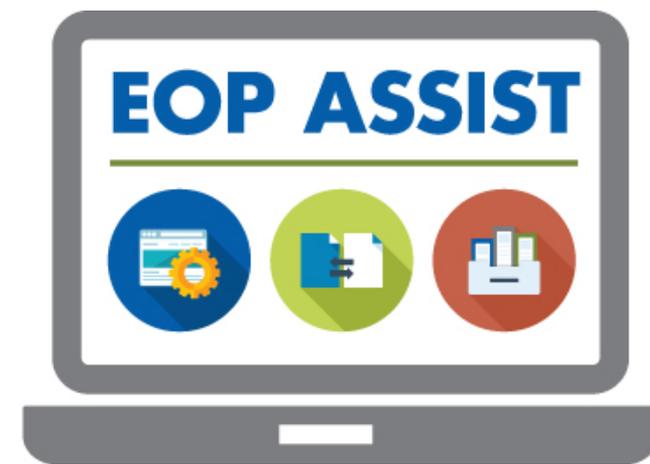
- Planning team works with first responders to determine evacuation routes (including alternate routes) and rally points (including alternate rally points). Evacuation routes should allow for timely evacuation with limited congestion, and rally points should be a sufficient distance from the school building and clear of fire lanes and potential media staging areas.
- Planning team maps out evacuation routes and rally points and posts a map in each room of the school building, including bathrooms and hallways.
- Planning team members train students and staff on evacuation procedures.
- School community exercises the evacuation plan and practices roles and responsibilities.
- Planning team determines extra supports needed by individuals with disabilities, others with access and functional needs, and English Language Learners in the event of an evacuation, and designates staff to provide those supports, as needed.
- Planning team determines a process by which visitors are informed of evacuation routes. Visitors may include substitute teachers, contracted service providers, and visitors to classroom and non-classroom settings (e.g. volunteers or individuals conducting teacher observations).

During

32

201 Stoneybrook

This school EOP was prepared using the EOP ASSIST software application. For more information, visit <http://irems.ed.gov/EOPASSIST>.



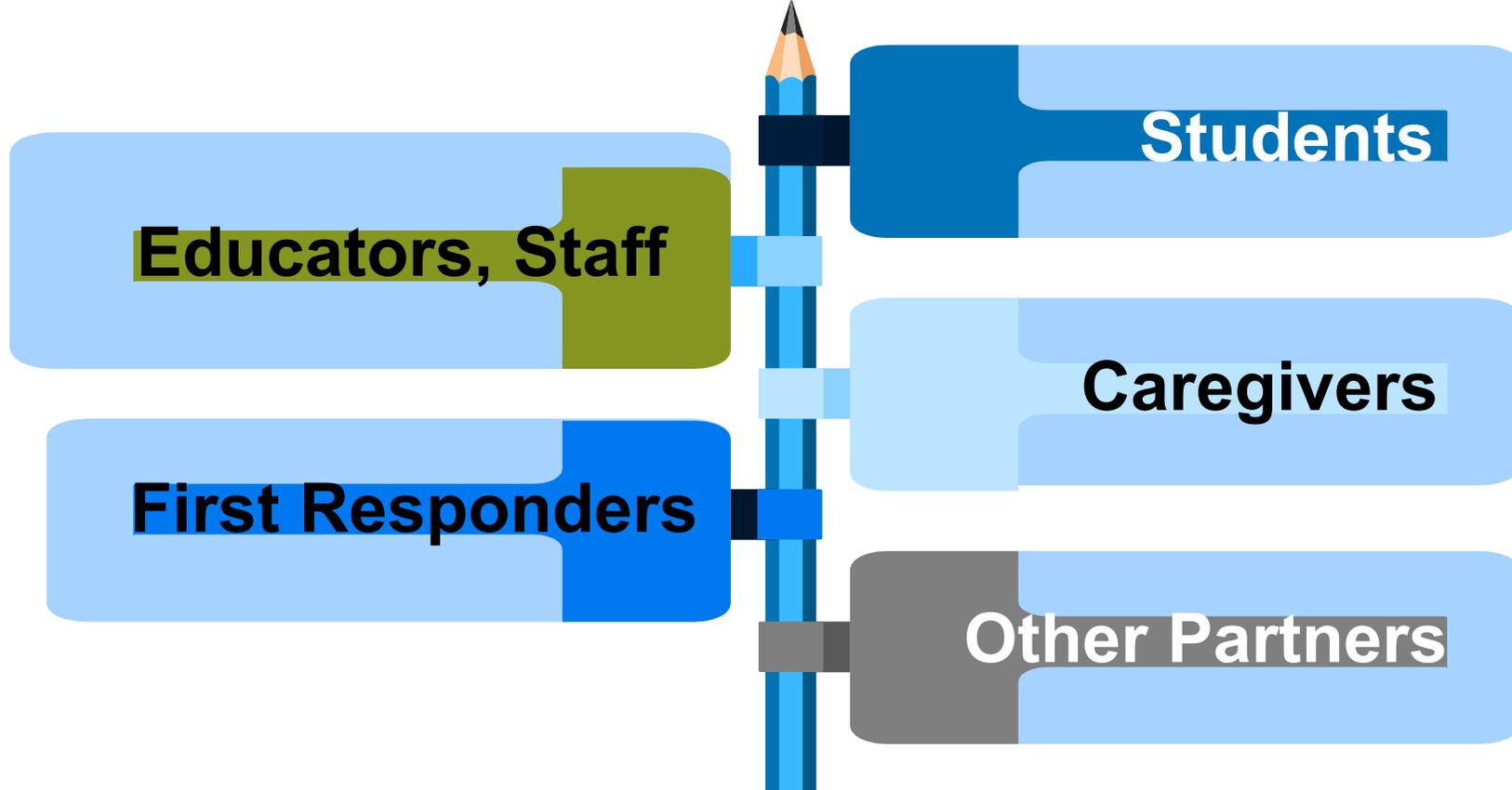
STEP 5: PLAN PREPARATION, REVIEW, AND APPROVAL

The plan should have ... Logical Structure and Plain Language.

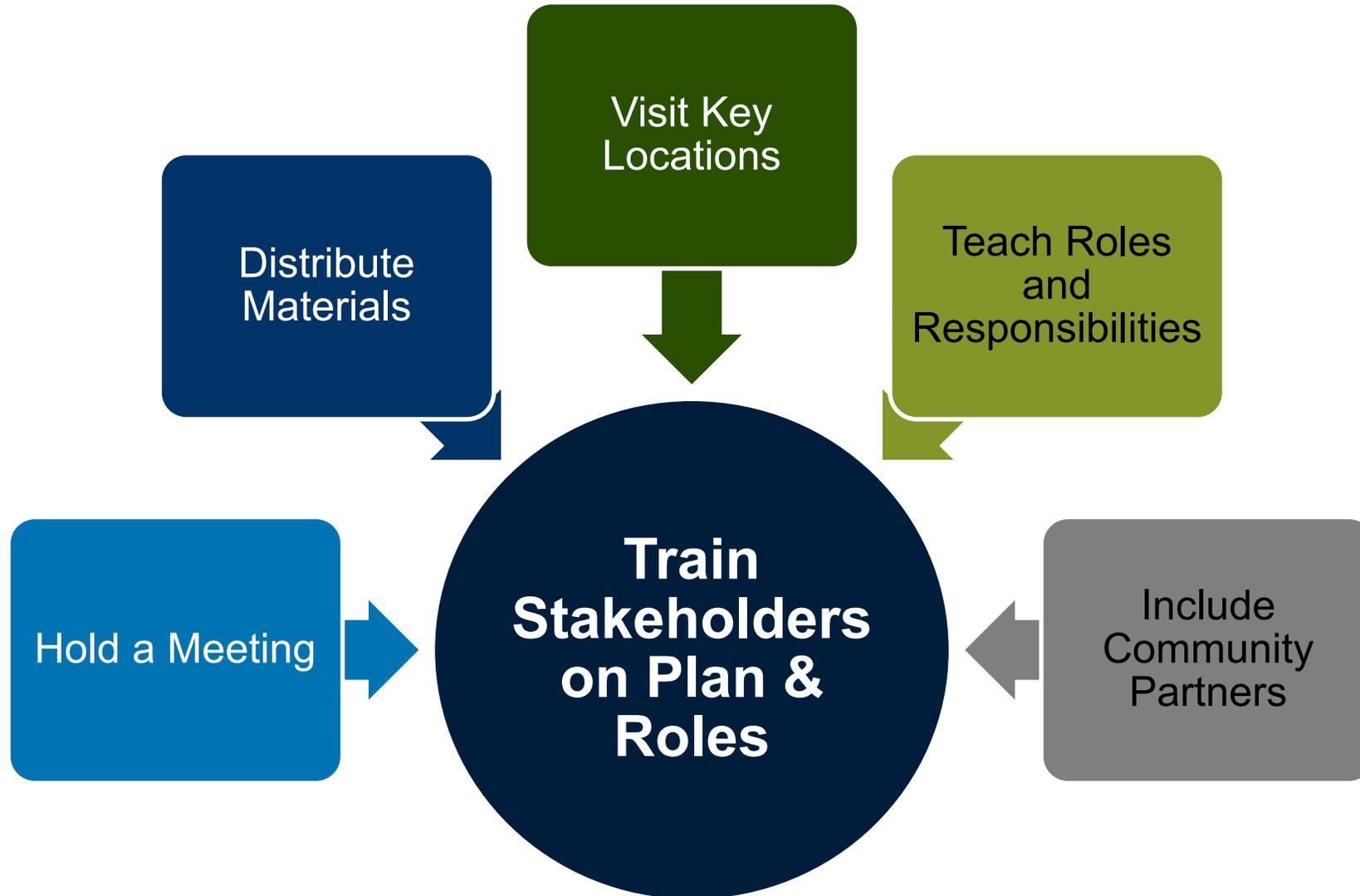
The plan should be ... Actionable.

The plan should be ... Accessible.

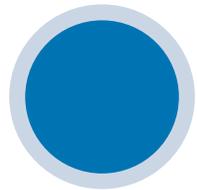
Once it is Approved, the plan should be Shared, and Secured.



STEP 6: PLAN IMPLEMENTATION AND MAINTENANCE



An Overview: Exercise Types

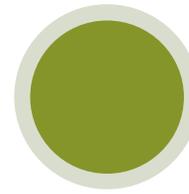


Discussion-Based Exercises

Seminars

Workshops

Tabletop Exercises



Operations-Based Exercises

Drills

Simulations

Functional Exercises

Full-Scale Exercises

Formatting Your School EOP Using a Basic Plan and Annexes

SCHOOL EOP TRADITIONAL FORMAT



BASIC PLAN



FUNCTIONAL ANNEXES

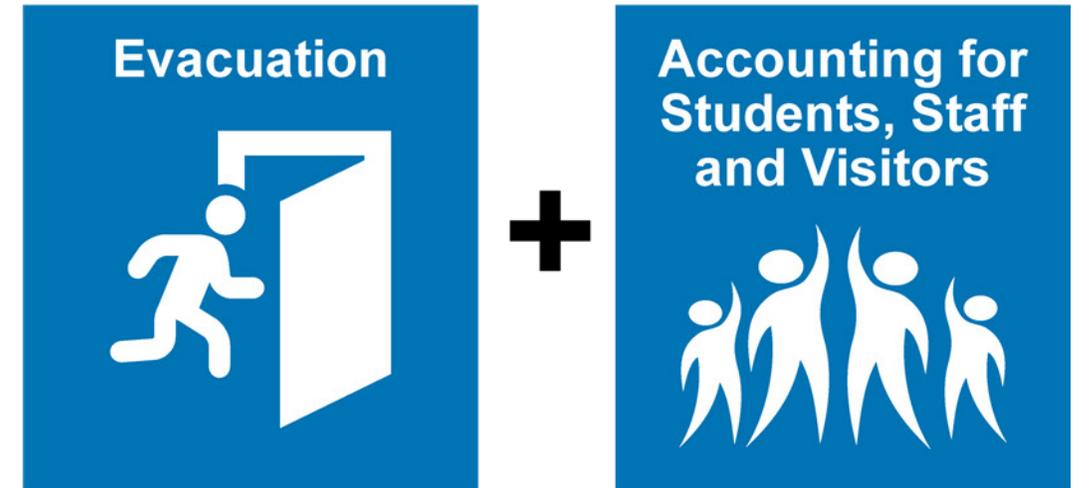


FUNCTIONS CAN OCCUR

CONSECUTIVELY



CONCURRENTLY

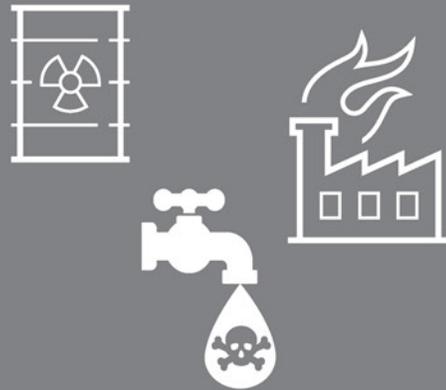


THREAT- AND HAZARD- SPECIFIC ANNEXES

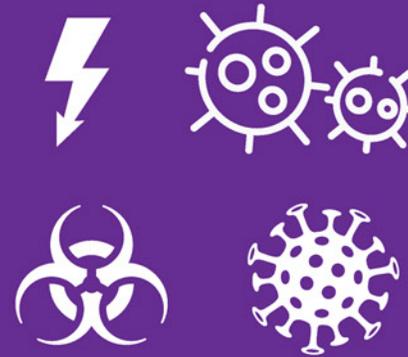
NATURAL HAZARDS



TECHNOLOGICAL HAZARDS



BIOLOGICAL HAZARDS



ADVERSARIAL, INCIDENTAL, AND HUMAN-CAUSED THREATS



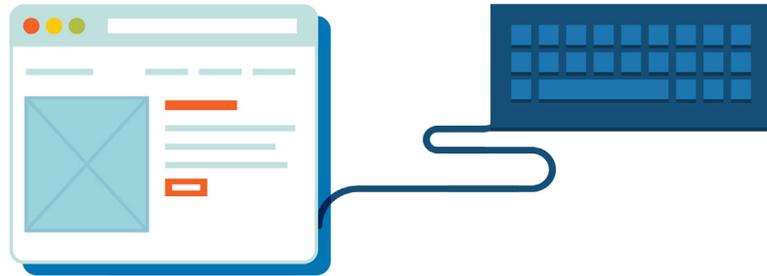


RESOURCES TO SUPPORT YOUR WORK



EOP Interactive Tools and Tool Box

EOP ASSESS

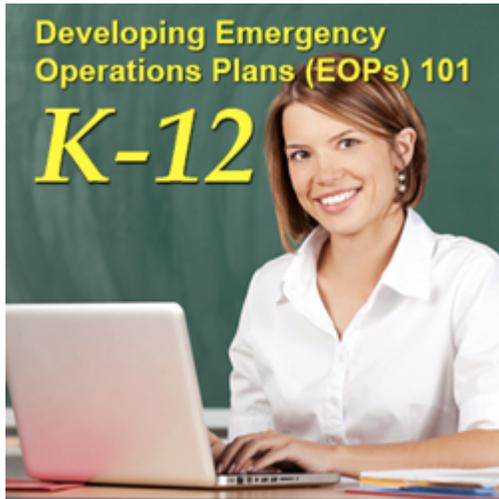


EOP EVALUATE





Training Opportunities



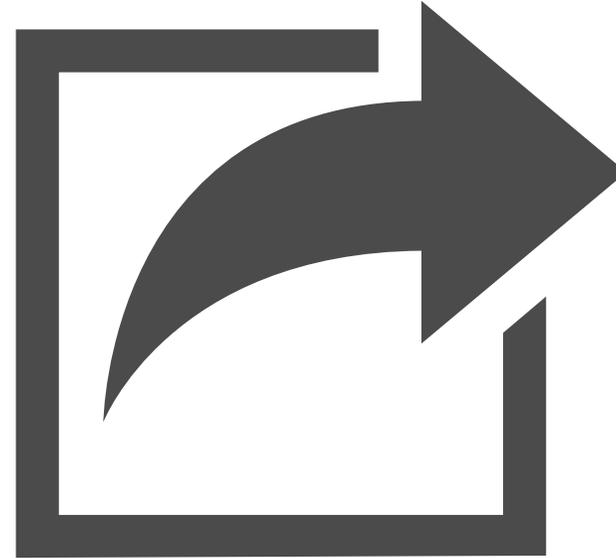
**Developing Emergency
Operations Plans**

K-12 101

A Train-the-Educator Curriculum

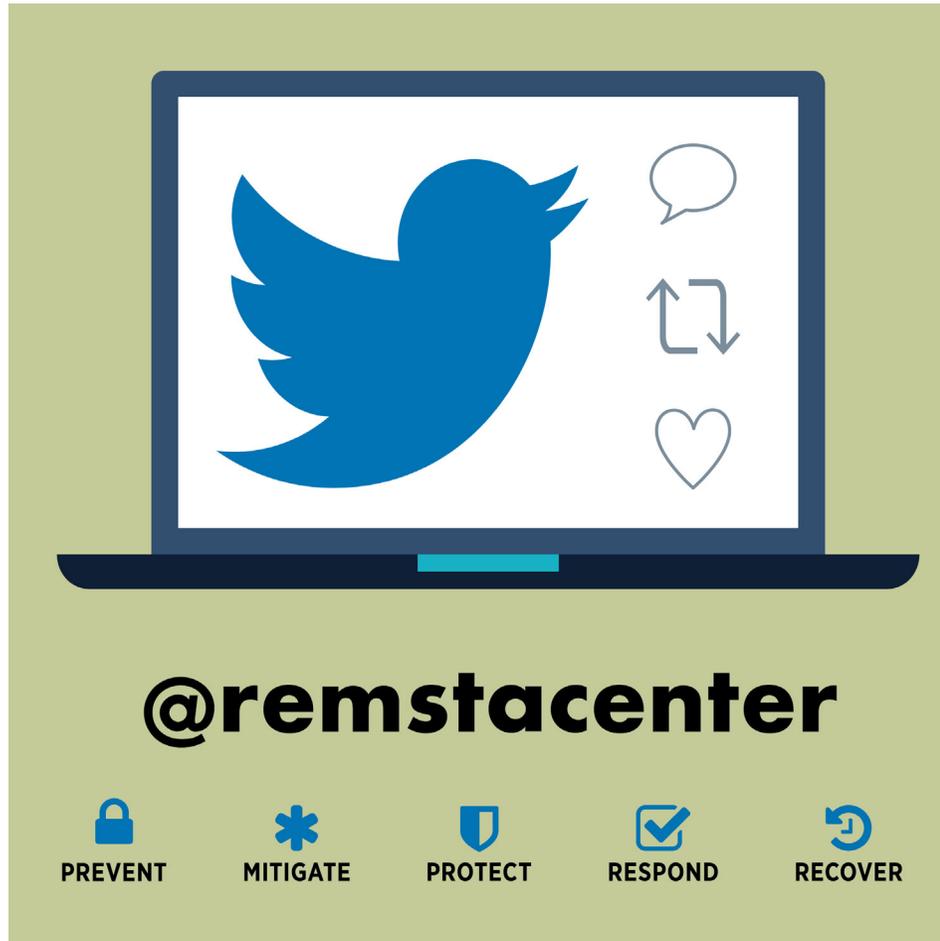


Question and Answer Session



Please use the Q&A Pod
to submit your questions.

Continue the Discussion



Join us **NOW**

On Twitter

#ChatWithREMS



WE ARE HERE FOR YOU



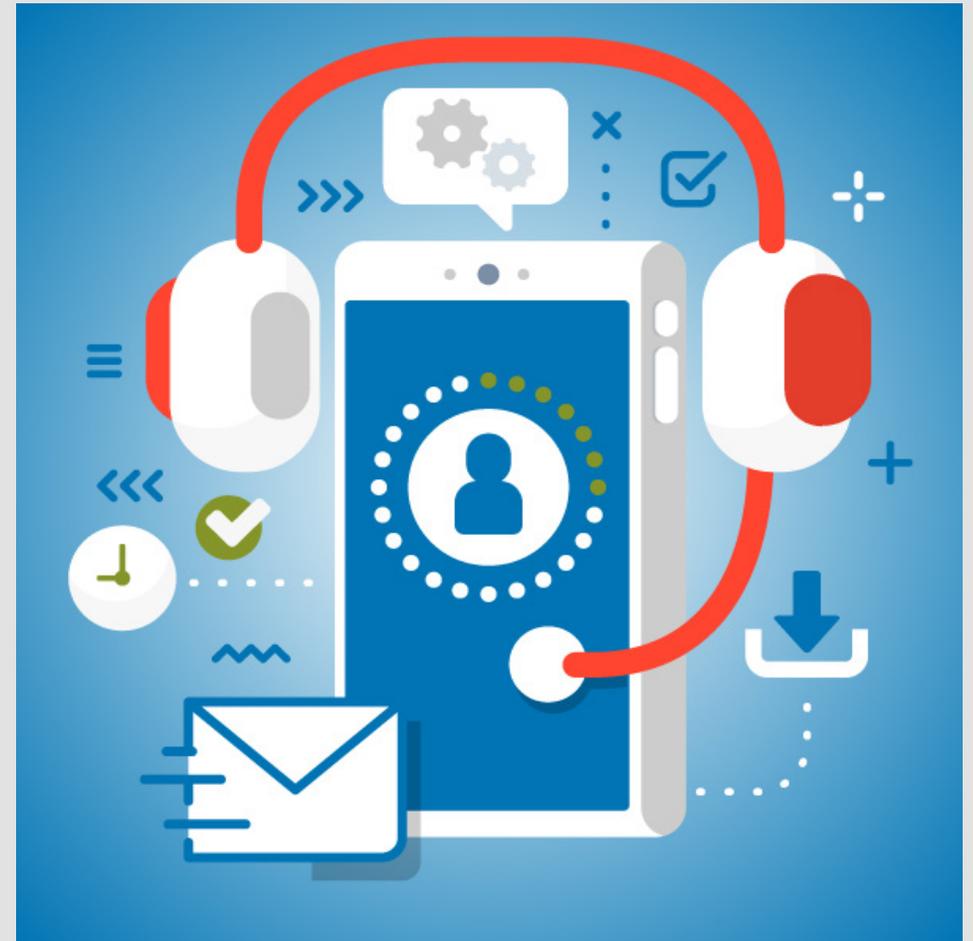
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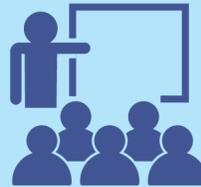
Enhance Emergency Operations Plans



Access Relevant Federal Guidance



Use EOP-Enhancing Interactive Tools



Request an On-Site Training in Key EOP-Related Topics



Learn Anytime via Virtual Trainings on all Topics in Emergency Management



PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER