



Developing Emergency Operations Plans K-12 101 Training



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



DEVELOPING EMERGENCY OPERATIONS PLANS K-12 101 TRAINING


Participant Workbook



Introduction

- **Schools:**
 - Provide safe and healthy learning environments.
 - Keep students safe from threats and hazards.

- **Collaborate with Community Partners to:**
 - Plan for potential emergencies.
 - Create a School Emergency Operations Plan (EOP).



Presidential Policy Directive (PPD-8)

National Preparedness Directive

Describes the nation's approach to preparedness

Aims to facilitate an integrated approach and align planning at all levels and with all sectors



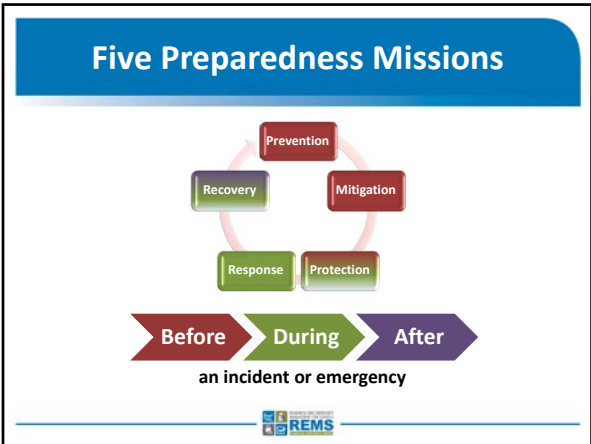
Federal Agency Partners



FEMA






Training Objectives

1. Principles of School Emergency Planning
2. Process for Developing School EOPs
3. Key Considerations for Functional Annexes





Planning Principles

1. Supported by Leadership
2. Uses Assessments to Customize Plans
3. Considers All Threats and Hazards



Planning Principles (Cont.)

4. Provides for Whole School Community
5. Considers All Settings and Times
6. Collaborative Process for School EOP Development



Summary



During the introduction: We learned the importance of:

- Using the new guidance; and
- Applying the planning principles.

Next, we will learn a six-step process for developing school EOPs.



REFLECTIONS ON PROFESSIONAL PRACTICE

Planning Principles

- Must be supported by leadership.
- Uses assessment to customize plans to the building level.
- Considers all threats and hazards.
- Provides for the access and functional needs of the whole school community.
- Considers all settings and all times.
- Follows a collaborative process for creating and revising a model emergency operations plan.

Record your reflections regarding the planning principles. Be prepared to share your thoughts with others in a small group conversation. The facilitators will also invite you to share your thinking with the larger group.

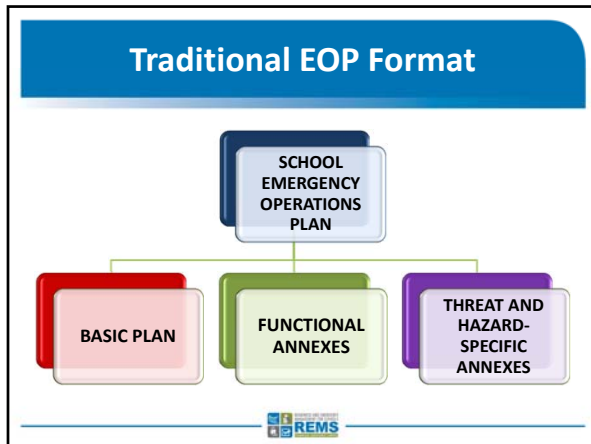
What experience have you had employing these planning principles?

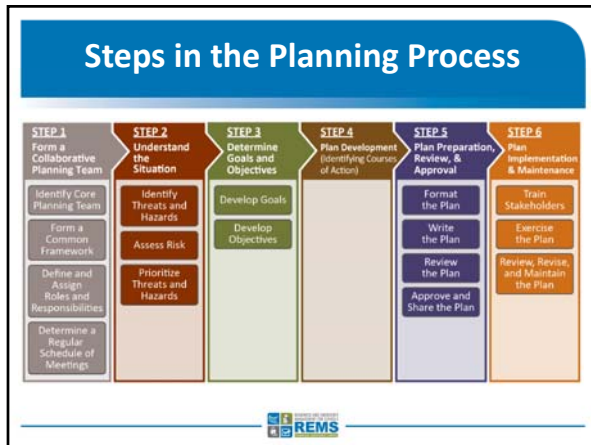
Which features of these planning principles could pose some potential challenges?

What strategies could be employed to successfully implement these principles?

Helpful Resources

- *Collaboration: Key to a Successful Partnership*
- Disability.gov. *Information on Emergency Preparedness Website*
- *Emergency Management Planning for After-School Programs—Focus: Napa County Office of Education*





STEP 1 Form a Collaborative Planning Team	STEP 2 Understand the Situation	STEP 3 Determine Goals and Objectives	STEP 4 Plan Development (Identifying Courses of Action)	STEP 5 Plan Preparation, Review, & Approval	STEP 6 Plan Implementation & Maintenance
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The most comprehensive and effective school EOP is developed by a **PLANNING TEAM.**

Step 1 • Form a Collaborative Planning Team

Step 1 • Form a Collaborative Planning Team

Form a Common Framework

Define and Assign Roles and Responsibilities

Determine a Regular Schedule of Meetings

REMS

Step 1 • Form a Collaborative Planning Team

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

REMS

Participant Activity

Group Discussion

What is your experience with:

- Forming a planning team that is representative, yet a manageable size?
- Forming a common framework?
- Identifying current planning partners within your local jurisdiction?
- Considering other community partners that may provide expertise or resources to your school EOP?



Summary



During Step 1: We learned the importance of:

- Forming a planning team that is representative, yet a manageable size.
- Forming a common framework.
- Defining and assigning roles and responsibilities.
- Setting a schedule of team planning meetings.

During Step 2: We will learn how a team:

- Identifies threats and hazards.
- Assesses levels of risk facing the school and/or the community.



Step 1

• Form a Collaborative Planning Team

Form a Collaborative Planning Team

As you consider collaborative planning team partners from your local jurisdiction, begin to list who you are currently working with to support your emergency management planning. Be prepared to share your thinking with others in small group conversations.

Strategies for facilitating scheduling:

1. _____

2. _____

Strategies for bridging the culture gap:

1. _____

2. _____

3. _____

Helpful Resources

- *The COPS Collaboration Tool Kit: How to Build, Fix and Sustain Productive Partnerships*
- *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action*
- *Forming Your Safe School Planning Team*

Additional Considerations

- Can you think of any other potential planning team partners from your local jurisdiction?
- What resources, expertise, and/or assets might they provide to support your emergency management planning?

Use this section to capture key content and ideas generated from Step 1 of the Six Step Planning Process. This might include the **most important point**, **critical new learning**, or **immediate action steps** to consider.

STEP 1: KEY CONCEPTS AND IDEAS

1. _____

2. _____

3. _____

STEP 1 Form a Collaborative Planning Team

STEP 2 Understand the Situation

STEP 3 Determine Goals and Objectives

STEP 4 Plan Development (Identifying Courses of Action)

STEP 5 Plan Preparation, Review, & Approval

STEP 6 Plan Implementation & Maintenance



The planning team must **UNDERSTAND THE SITUATION.**



Step 2 • Understand the Situation


Identify Threats and Hazards

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

Risk Assessment Activity


Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-caused Threats
<ul style="list-style-type: none"> Earthquakes Tornadoes Lightning Severe wind Hurricanes Floods Wildfires Extreme Temperatures Landslides or mudslides Tsunamis Volcanic eruptions Winter precipitation 	<ul style="list-style-type: none"> Explosions or accidental release of toxins from industrial plants Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills Hazardous materials releases from major highways or railroads Radiological releases from nuclear power stations Dam failure Power failure Water failure 	<ul style="list-style-type: none"> Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> Toxic materials present in school laboratories 	<ul style="list-style-type: none"> Fire Active shooters Criminal threats or actions Gang violence Bomb threats Domestic violence and abuse Cyber attacks Suicide



Step 2 • Understand the Situation


Conducting Assessments

- Once an initial set of threats and hazards have been identified, the planning team should select suitable assessment tools to evaluate the risks.
- Assessments will be used not only to develop the initial plan, but also to inform updates and revisions to the plan on an ongoing basis.



Step 2 • Understand the Situation

- There are numerous assessments that the planning team may use, including:
 - Site Assessment
 - Culture and Climate Assessment
 - Behavioral Threat Assessment
 - Capacity Assessment
- Assessments help the planning team to **customize** the EOP.




Step 2 • Understand the Situation

SITE ASSESSMENT

Description:
Examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds.

Purpose:

- To provide an increased understanding of potential impact of threats and hazards on the school buildings and grounds.
- To identify risks and vulnerabilities of the school buildings and grounds.
- To identify which facilities are physically accessible to individuals with disabilities and others with functional and access needs, including language, transportation, and medical needs, and can be used in compliance with the law.




Step 2 • Understand the Situation

CULTURE & CLIMATE ASSESSMENT

Description:
Evaluates student and staff connectedness to the school and problem behaviors.

Purpose:

- To provide knowledge of students' and staff's perceptions of their safety.
- To provide knowledge of problem behaviors that need to be addressed to improve school climate.




Step 2 • Understand the Situation

BEHAVIORAL THREAT ASSESSMENT

Description:
Analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat.

Purpose:


- To assure students, staff, or other persons who may pose a threat are identified and referred for services (if appropriate) before a threat develops into an incident.



Step 2 • Understand the Situation

Behavioral Threat Assessment (Cont.)

Key Findings from the SSI
Rarely sudden, impulsive acts
Others knew in advance
Many attackers felt bullied
Most had access to weapons
Prior behavior caused concern
Difficulty coping with loss or failures
Other students involved
Most stopped by someone other than law enforcement




Step 2 • Understand the Situation

CAPACITY ASSESSMENT

Description:
Examines the capabilities of students and staff, as well as the services and material resources of community partners.


Purpose:

- To provide an increased understanding of the resources available.
- To provide information about staff capabilities to help planners assign roles and responsibilities in the plan.




Step 2 • Understand the Situation

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely	4. Catastrophic	4. Minimal	4. 12+ hrs.	<input type="checkbox"/> High
	3. Likely	3. Critical	3. 6-12 hrs.	3. 6-12 hrs.	<input type="checkbox"/> Medium
	2. Possible	2. Limited	2. 12-24 hrs.	2. 3-6 hrs.	<input type="checkbox"/> Low
	1. Unlikely	1. Negligible	1. 24+ hrs.	1. < 3 hrs.	
Hazard spill outside the school	4. Highly likely	4. Catastrophic	4. Minimal	4. 12+ hrs.	<input type="checkbox"/> High
	3. Likely	3. Critical	3. 6-12 hrs.	3. 6-12 hrs.	<input type="checkbox"/> Medium
	2. Possible	2. Limited	2. 12-24 hrs.	2. 3-6 hrs.	<input type="checkbox"/> Low
	1. Unlikely	1. Negligible	1. 24+ hrs.	1. < 3 hrs.	



Summary




During Step 2: We learned how to:

- Identify threats, hazards, and resources using assessments.
- Assess and prioritize risks and vulnerabilities posed by threats and hazards.

During Step 3: We will learn how to:

- Develop goals and objectives for those prioritized threats and hazards that will be addressed in the school EOP.
- Determine what to consider regarding Before-During-After specific events.



Step 2

• Understand the Situation

Risk Assessment Activity

1. Choose two specific threats and/or hazards from the chart below that relate to your particular school and/or district.
2. Using the “**Risk Assessment Matrix**” on the next page, assess your two chosen threats/hazards and assign a “Risk Priority” for each threat and/or hazard.
3. Discuss your findings with others in your small group. Be prepared to share your thinking with the larger group.

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> • Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions • Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> • Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	<ul style="list-style-type: none"> • Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> • Fire • <i>Active shooters</i> • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

RISK ASSESSMENT MATRIX					
Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
	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
	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
	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
	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

Use this section to capture key content and ideas generated from Step 2 of the Six Step Planning Process. This might include the **most important point, critical new learning, or immediate action steps** to consider.

STEP 2: KEY CONCEPTS AND IDEAS

1. _____
2. _____
3. _____

Helpful Resources Supporting Step 2

- *Comprehensive Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment*
- *Safe School Facilities Checklist*
- *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*
- *Staff Skills Survey Form*

The planning team develops
GOALS AND OBJECTIVES.

Step 3 • Determine Goals and Objectives

Goals are broad, general statements that indicate the desired outcome in response to a threat or hazard.

The planning team will develop at least three goals indicating desired outcome for:

- (1) *Before*
- (2) *During*
- (3) *After* the threat or hazard

Objectives are specific, *measurable actions* that are necessary to achieve the goals.

Step 3 • Determine Goals and Objectives

Fire Goals

- **Before:** Prevent a fire from occurring on school grounds.
- **During:** Protect all persons from injury and property damage by the fire.
- **After:** Provide necessary medical attention to those in need.

Step 3 • Determine Goals and Objectives

Supporting Objectives of Fire Goals

- **Before:** Store combustible materials in fireproof container or rooms.
- **During:** Evacuate all persons from the building immediately.
- **After:** Immediately begin to provide first aid.

Goals → Objectives → Courses of Action

Step 3 • Determine Goals and Objectives

HAZMAT ← Evacuation Critical Function → Fire

↓

Active Shooter

Participant Activity

Write Goals & Objectives

- Goals and objectives should support a shelter-in-place.
- Goals will address before, during, and after.
- Goals will be supported by numerous objectives.

Shelter-in-Place (SIP)

- School community remains indoors, because it is safer inside the building or a room than outside.
- Depending on the threat or hazard, students and staff may need to move to rooms that can be sealed (e.g., chemical or biological hazard) or without windows, or to a weather shelter (e.g., tornado).

Summary



During Step 3: We learned how to develop goals and objectives:

- For addressing threats and hazards.
- In the context of Before-During-After.
- To identify common critical functions.

During Step 4: We will learn how to:

- Use the goals and objectives to develop courses of action for common functions.
- Identify critical questions (e.g., who, when, how).



Step 3

- Determine Goals & Objectives

Participant Activity Part I

Shelter-In-Place (SIP):

- School community remains indoors because it is safer inside the building or a room than outside.
- Depending on the threat or hazard, students and staff may need to move to rooms that can be sealed (e.g., chemical or biological hazard) or without windows, or to a weather shelter (e.g., tornado).

Develop goals and objectives supporting a SIP:

GOAL - BEFORE:

OBJECTIVE: _____

OBJECTIVE: _____

OBJECTIVE: _____

GOAL - DURING:

OBJECTIVE: _____

OBJECTIVE: _____

OBJECTIVE: _____

GOAL - AFTER:

OBJECTIVE: _____

OBJECTIVE: _____

OBJECTIVE: _____

STEP 3: KEY CONCEPTS AND IDEAS

Use this section to capture key content and ideas generated from Step 3 of the Six Step Planning Process. This might include the **most important point, critical new learning, or immediate action steps** to consider.

1. _____

2. _____

3. _____

4. _____

5. _____

Helpful Resources Supporting Step 3 & 4

- *Special Events Contingency Planning, Job Aids Manual*
- *NIMS Implementation Activities for Schools and Institutions of Higher Education*
- *Responding to a School Crisis*

The planning team identifies

COURSES OF ACTION

for each objective.

Step 4

- Plan Development
- Identifying Courses of Action


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*.



One Possible Scenario

Setting

- It is 10:05 Wednesday morning and school is in session. The temperature is 40 degrees Fahrenheit outside, the sky is overcast, and there is a light breeze from the west.

Incident

- A tanker truck carrying hazardous materials crashes into another vehicle on a road a few blocks from the school. The truck is leaking a yellowish gas that is hovering close to the ground.


+ 2 minutes

- A motorist comes upon the crash and calls 9-1-1. First responders are immediately dispatched to respond to the incident.

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Scenario (Cont.)

- + 8 minutes**
 - Media has begun reporting on the tanker truck crash. Family members begin to call the school office to check on the status of their children. This is the first the school has heard of the incident.
- + 10 minutes**
 - The principal calls police dispatch to get first-hand information. Dispatch verifies the crash and that they're still gathering information, but they don't tell the school how to respond.
- + 12 minutes**
 - The principal assembles the school incident response team to assess the situation and determine an initial course of action: evacuate, shelter-in-place, or continue school as normal and wait for further instructions from 9-1-1. **DECISION POINT!**



Scenario (Cont.)


- + 13 minutes**
 - The school principal uses the intercom system to instruct staff to immediately implement a "Shelter-in-Place" procedure and seal their rooms.
- + 15 minutes**
 - The custodian who knows how to turn off the HVAC system is out sick for the day. Thankfully, two other staff members were cross-trained to turn off the HVAC system and immediately begin that process.
- + 18 minutes**
 - As classroom windows are being sealed, a teacher notices students outside on a field with their teacher who are seemingly unaware of the incident. From a distance, it looks like some students might be coughing. The teacher immediately calls the office.



Scenario (Cont.)

- + 20 minutes**
 - In the office, phones are ringing non-stop, office staff are sealing their windows and doors, and plans are being made to deliver inhalers and other needed medications to students.
- + 20 minutes**
 - The principal needs to decide what to do about the classes meeting outside.
- + 20 minutes**
 - Have they been contaminated? Do they need medical attention?
 - Are other classes meeting outside?
 - How will outside classes be given instructions?
 - Should they be returned to the building?
 - Do a walking "off-campus" evacuation?
 - Call 9-1-1 for assistance/advise?

Based on a scenario developed by the Missouri Center for Safe Schools. Available in the REMS TA Center Resource Repository.




Step 4

- Plan Development
- Identifying Courses of Action

The planning team should use the following questions to develop their preferred *Courses of Action*:

- What is the action?
- Who is responsible for the action?
- When does this action take place?
- How long does this action take?
- What has to happen before and after this action?
- What resources are needed to perform the action?
- How will this action affect specific populations?




Participant Activity

Step 1: How does the scenario support plan development?


Step 2: How does the elapsed time of the event affect decision-making?

Step 3: How will time and information lead you to key decision points?

Step 4: How does the scenario support the development of an appropriate course of action?



Summary




During Step 4: We learned how:

- To use scenario-based planning to develop *Courses of Action*
- Goals and objectives support the development of *Courses of Action*

During Step 5: We will learn:

- The primary sections contained within the plan
- Strategies for writing effective plans
- The importance of gaining approval for the written plan



Step 4

- Plan Development
(Identifying Courses of Action)

Participant Activity Part II

DEVELOP A SCENARIO

Develop a scenario that depicts a technological threat or hazard involving the release of hazardous materials on a nearby highway or railroad.

Describe the scenario.

Identify the possible amount of time available to respond.

Identify key decision points.

Step 4

- Plan Development
(Identifying Courses of Action)

Participant Activity Part III

SCENARIO

A local law enforcement officer informs school officials that a large capacity tanker truck carrying an unknown substance has overturned nearby.

Law enforcement officials are requesting that the school initiate a “shelter-in-place” status until the substance can be identified.

A “shelter-in-place” would require the school community to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

1. Reflect on what courses of action would be necessary to successfully activate a SIP action and to attain the goal. Use the questions below to develop courses of action, which will serve as the foundation of the Functional Annex.
2. Discuss your written responses with others in a small group.

Key Considerations and Questions Supporting Courses of Action

- What is the action?
- Who is responsible for the action?
- When does this action take place?
- How long does this take?
- What has to happen before and after?
- What resources are needed to perform the action?
- How will this action affect specific populations?

Step 4

- Plan Development
(Identifying Courses of Action)

Possible Courses of Action

1. _____

2. _____

3. _____

4. _____

STEP 4: KEY CONCEPTS AND IDEAS

Use this section to capture key content and ideas generated from Step 4 of the Six Step Planning Process. This might include the **most important point**, **critical new learning**, or **immediate action steps** to consider.

1. _____

2. _____

3. _____

4. _____

5. _____

Helpful Resources Supporting Step 3 & 4

- *Multihazard Emergency Planning for Schools Site Index*
- *Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Resource Repository*

STEP 1 Form a Collaborative Planning Team

STEP 2 Understand the Situation

STEP 3 Determine Goals and Objectives

STEP 4 Plan Development (Identifying Courses of Action)

STEP 5 Plan Preparation, Review, & Approval

STEP 6 Plan Implementation & Maintenance

The planning team
PREPARES A DRAFT
of the school EOP.

REMS

Step 5 • Plan Preparation, Review, and Approval

SCHOOL EMERGENCY OPERATIONS PLAN

BASIC PLAN

FUNCTIONAL ANNEXES

THREAT AND HAZARD-SPECIFIC ANNEXES

REMS

Step 5 • Plan Preparation, Review, and Approval

Basic Plan

- Introductory Material
- Purpose and Situation Overview
- Concept of Operations
- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination
- Information Collection, Analysis, and Dissemination
- Training and Exercises
- Administration, Finance, and Logistics
- Plan Development and Maintenance
- Authorities and References

REMS

Step 5 • Plan Preparation, Review, and Approval

Functional Annexes

- Communications and Warning
- Evacuation
- Lockdown
- Shelter-in-Place
- Accounting for All Persons
- Family Reunification
- Security
- Continuity of Operations
- Recovery
- Health: Public, Medical, and Mental



Step 5 • Plan Preparation, Review, and Approval

Threat- and Hazard-Specific Annexes

- Natural Hazards
- Technological Hazards
- Biological Hazards
- Adversarial, Incidental, and Human-Caused Threats




Step 5 • Plan Preparation, Review, and Approval

- Logical Structure and Plain Language
- Actionable
- Accessible
- Approve, Share, and Secure the Plan




Step 5 • Plan Preparation, Review, and Approval

- Adequate
- Feasible
- Acceptable
- Complete
- Compliant



Summary




During Step 5: We learned the importance of:

- Using a format that is user friendly and is compatible with state and local plans
- Gaining appropriate approvals
- Sharing and securing the plan with stakeholders

During Step 6: We will learn the importance of:

- Training for implementing and maintaining the plan
- Exercises to support and train staff



Step 5

- Plan Preparation, Review & Approval

Use this section to capture key content and ideas generated from Step 5 of the Six Step Planning Process. This might include the **most important point, critical new learning, or immediate action steps** to consider.

STEP 5: KEY CONCEPTS AND IDEAS

1. _____

2. _____

3. _____

4. _____

5. _____

Helpful Resources Supporting Step 5

- *Planning and Conducting a Functional Exercise, (Helpful Hints, Vol. 2, Issue 4, 2007)*
- *ShakeCast: How the Los Angeles Unified School District Uses Technology to Prepare for and Respond to Earthquakes, (Success Stories, Vol. 2, Issue 3, 2012)*

STEP 1 Form a Collaborative Planning Team

STEP 2 Understand the Situation

STEP 3 Determine Goals and Objectives

STEP 4 Plan Development (Identifying Courses of Action)

STEP 5 Plan Preparation, Review, & Approval

STEP 6 Plan Implementation & Maintenance

The planning team implements a **TRAINING, EXERCISE, AND MAINTENANCE** plan.

REMS



Step 6 • Plan Implementation and Maintenance

- Tabletop Exercises
- Drills
- Functional Exercises
- Full-Scale Exercises

FIRE AREA IS BLOCKED

REMS

Step 6

• Plan Implementation and Maintenance

Tabletop Exercises:

Small group discussions that walk through a selected scenario and Courses of Action



Step 6

• Plan Implementation and Maintenance



Drills:

Practice responses to scenarios using school grounds and buildings



Step 6


• Plan Implementation and Maintenance

Functional Exercises:


Like drills, but involving multiple partners and simulated events

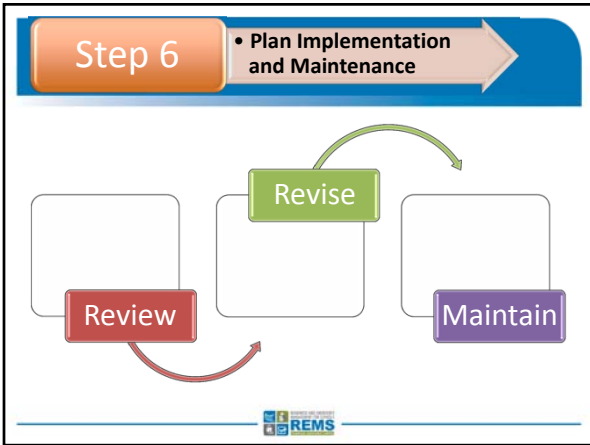


Step 6 • Plan Implementation and Maintenance




Full-Scale Exercises:
Multi-agency, multi-jurisdictional efforts; All resources deployed





Summary




During Step 6: We learned the:

- Keys to implementation and maintenance of the plan
- Importance of training staff and students
- Need for ongoing process of evaluation and assessment

During Next Steps: We will learn the:

- Development of Basic Plan
- Functional Annexes
- Threat- and Hazard-Specific Annexes



Step 6

• Plan Implementation & Maintenance

Use this section to capture key content and ideas generated from Step 6 of the Six Step Planning Process. This might include the **most important point**, **critical new learning**, or **immediate action steps** to consider.

STEP 6: KEY CONCEPTS AND IDEAS

1. _____

2. _____

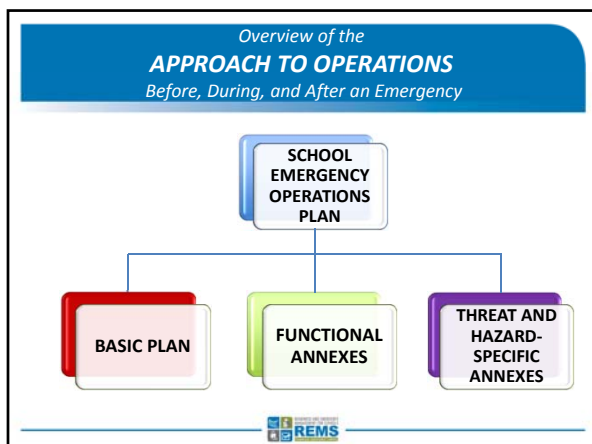
3. _____

4. _____

5. _____

Helpful Resources Supporting Step 6

- *Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS). Independent Study Courses*
- *Homeland Security Exercise and Evaluation Program (HSEEP) Webpage*
- *American Sign Language (ASL) Course on Emergency Management and Deaf or Hard of Hearing Populations, (Success Stories, Vol. 1, Issue 2, 2011)*
- *Promoting Emergency Preparedness Among Non-English Speaking Students*





Summary

Basic Plan:

- Outlines the features of an EOP.
- Provides an overview of practice and operations.
(See page in Participant Workbook for an outline.)

Functional Annexes:

- An overview of 10 Functional Annexes are provided in the next section.

School EOP Format

Basic Plan

1. Introductory Material
 - 1.1. Promulgation Document and Signatures
 - 1.2. Approval and Implementation
 - 1.3. Record and Changes
 - 1.4. Record of Distribution
 - 1.5. Table of Contents
2. Purpose, Scope, Situation Overview, and Assumptions
 - 2.1. Purpose
 - 2.2. Scope
 - 2.3. Situation Overview
- 2.4. Planning Assumptions
3. Concept of Operations
4. Organization and Assignment of Responsibilities
5. Direction, Control, and Coordination
6. Information Collection, Analysis, and Dissemination
7. Training and Exercises
8. Administration, Finance, and Logistics
9. Plan Development and Maintenance
10. Authorities and References

Functional Annexes

NOTE: This is not a complete list, but it is recommended that all EOPs include at least the following functional annexes:

1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations (COOP)
8. Security
9. Recovery
10. Health and Medical

Threat- or Hazard-Specific Annexes

NOTE: This is not a complete list. Each school's annexes will vary based on its hazard analysis.

1. Hurricane or Severe Storm
2. Earthquake
3. Tornado
4. Hazardous Materials Incident
5. Mass Casualty Incident
6. *Active Shooter*
7. Pandemic or Disease Outbreak

THE BASIC PLAN

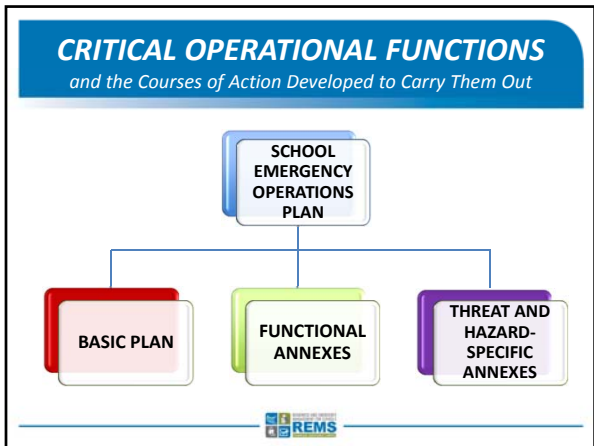
SCHOOL EMERGENCY OPERATIONS PLAN – SECTION 1

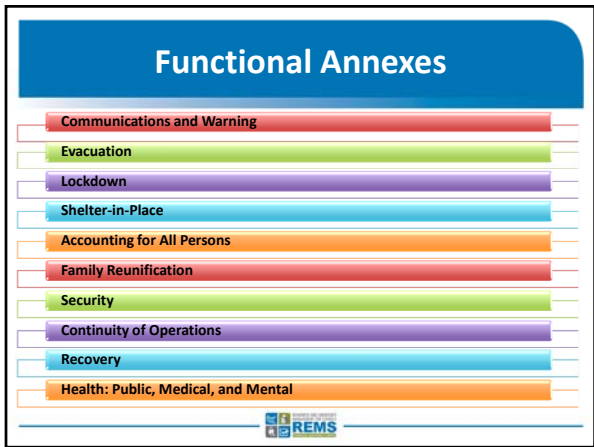
Self-Assessment Activity 1

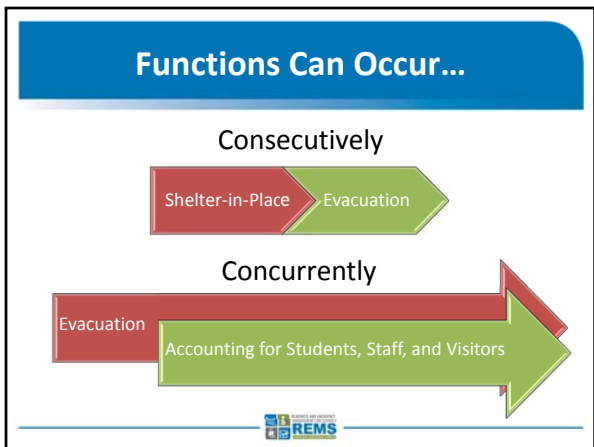
Identify which of the 10 parts of the Basic Plan section within the School Emergency Operations Plan you already have in place. Identify those that are not currently in place.

Basic Plan Components		Written Plan Already in Place	Need to Strengthen Existing Plan	Need to Write Plan	Priority: High, Medium, or Low
1	Introductory Material				
2	Purpose, Scope, Situation Overview, and Assumptions				
3	Concept of Operations				
4	Organization and Assignment of Responsibilities				
5	Direction, Control, and Coordination				
6	Information Collection, Analysis, and Dissemination				
7	Training and Exercises				
8	Administration, Finance, and Logistics				
9	Plan Development and Maintenance				
10	Authorities and References				

KEY CONCEPTS AND IDEAS:








Communications and Warning Annex

Includes communication and coordination before, during, and after emergencies.

Key Considerations:

- Internal**
 - Staff and Students
 - Language Barriers
 - Accommodations
- External**
 - First Responders
 - Families
 - Media
- Technology**
 - Equipment
 - Training
 - Challenges




Three General Response Annexes


Evacuation

Lockdown

Shelter-in-Place



All Settings
All Times



Evacuation Annex



Courses of Action to safely evacuate school buildings and grounds.

Examples of Evacuations:

1. A room or section of the building to another place within the building
2. The building and assemble on the school grounds
3. Off-site to an alternative location

Key Considerations:

- Various Locations
- Secondary Routes
- Self-Evacuation
- Disabilities






Lockdown Annex

Courses of Action to secure school buildings, facilities, and grounds during incidents that pose an immediate threat of violence.

Key Considerations:

- Exterior Doors
- Building Characteristics
- Threats Inside the Building
- Threats Outside the Building
- Students/Staff Meeting Outside






Shelter-in-Place Annex

Courses of Action when students and staff must remain indoors because it is safer than outside (e.g., Hazardous Materials Shelter; Weather-Related Shelter).

Key Considerations:

- Supplies
- Accommodations
- Designated Safe Rooms
- Plan for Moving Students






Accounting for All Persons Annex

Courses of Action for accounting for whereabouts and well-being of students, staff, and visitors.

Key Considerations:

- Verification of Attendance
- Missing People
- Reporting
- Release





Family Reunification Annex

Courses of Action for reuniting students with their families or guardians.

Key Considerations:


- Communications
- Logistics
- Student Security and Release
- Missing, Injured, or...


Continuity of Operations (COOP) Annex

Describes how a school will help ensure essential functions continue during an emergency and its aftermath.

Key Considerations:

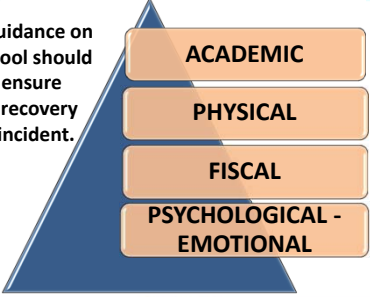



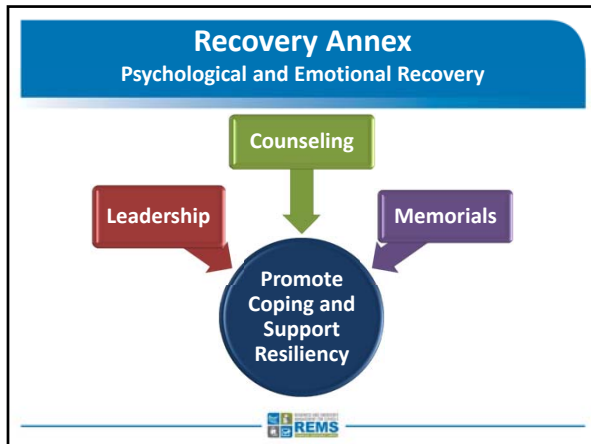
- Essential Functions
- Essential Personnel
- Activation
- Prolonged Closure



Recovery Annex

Provides guidance on steps a school should take to ensure effective recovery from an incident.



Security Annex

Courses of Action schools should implement routinely to secure school from criminal threats both inside and outside the school.

Key Considerations:

- Collaboration with Law Enforcement
- Access Control
- Visitor Management
- Arrival and Dismissal
- Prohibited Items

Security Annex

Crime Prevention Through Environmental Design (CPTED)


- Natural Surveillance
- Natural Access Control
- Territoriality Reinforcement
- Management and Maintenance

REMS

Public Health, Medical, and Mental Health Annex


Courses of Action schools should implement to address emergency medical, public health, and mental health counseling issues.


Public Health	<ul style="list-style-type: none"> • Outbreaks • Information Sharing
Medical	<ul style="list-style-type: none"> • Staff Roles and Training • Resource Management
Mental Health	<ul style="list-style-type: none"> • Counselors • Threat Assessment Team




Participant Activity

- Identify which of the 10 preceding Functional Annexes you already have in place.
- Identify the Functional Annexes that are not currently in place and consider which ones might hold the highest priority.





Summary




Review of Functional Annexes:

- 10 key functional annexes to consider.
- Functions can occur consecutively and concurrently.
- Considerations to meet varying needs of threats and hazards.
- Risk priority assessment.

Introduction of Threat- and Hazard-Specific Annexes

- Natural
- Biological
- Technological
- Adversarial, Incidental, and Human-caused Threats



FUNCTIONAL ANNEXES

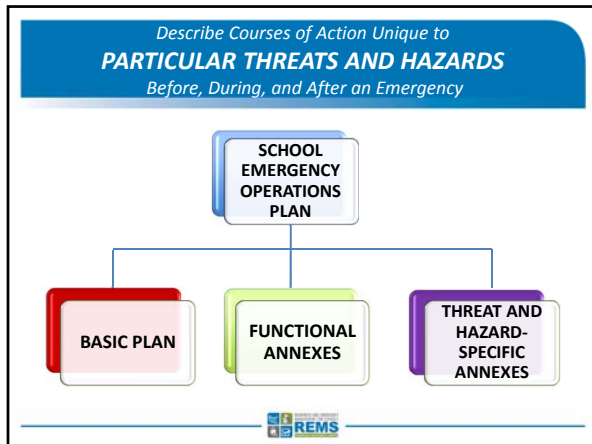
SCHOOL EMERGENCY OPERATIONS PLAN – SECTION 2

Self-Assessment Activity 2

Identify which of the 10 Functional Annexes you already have in place. Identify the Functional Annexes that are not currently in place and consider which ones might hold the highest priority.

Functional Annex		Written Plan Already in Place	Need to Strengthen Existing Plan	Need to Write Plan	Priority: High, Medium, or Low
1	Communications and Warning				
2	Evacuation				
3	Lockdown				
4	Shelter-in-Place				
5	Accounting for All Persons				
6	Family Reunification				
7	Continuity of Operations				
8	Security				
9	Recovery				
10	Health: Public, Medical, and Mental				

KEY CONCEPTS AND IDEAS:





Threat- and Hazard-Specific Annexes

Threat and Hazard Type	Examples
Natural Hazards	<ul style="list-style-type: none"> Earthquakes Tornadoes Lightning Severe wind Hurricanes Floods Wildfires Extreme temperatures Landslides or mudslides Tsunamis Volcano eruptions Winter precipitation
Technological Hazards	<ul style="list-style-type: none"> Explosions or accidental release of toxins from industrial plants Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills Hazardous materials releases from major highways or railroads Radical releases from nuclear power stations Dam failure Power failure Water failure
Biological Hazards	<ul style="list-style-type: none"> Infectious diseases (pandemic influenza, tuberculosis, <i>Staphylococcus aureus</i>, meningitis, etc.) Contaminated food outbreaks (<i>Salmonella</i>, botulism, and <i>E. coli</i>, etc.) Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	<ul style="list-style-type: none"> Fire Active shooters Criminal threats or actions Gang violence Bomb threats Domestic violence and abuse Cyber attacks Dangerous animals Suicide Kidnapping, missing student Bus accident Riot/Student demonstration

Summary



Review of Threat- and Hazard-Specific Annexes:

- Difference between Functional Annexes and Threat- and Hazard-Specific Annexes
- Distinguish four different types of threats and hazards
- Identification of *Courses of Action*



THREAT- AND HAZARD-SPECIFIC ANNEXES

SCHOOL EMERGENCY OPERATIONS PLAN – SECTION 2

Self-Assessment Activity 3


Continue your assessment process and choose six additional threats and/or hazards on which to conduct a preliminary risk assessment.

RISK ASSESSMENT MATRIX					
Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
	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
	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
	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
	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
	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
	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

Helpful Resources Supporting Functional & Threat- and Hazard-Specific Annexes

- *Communication and Collaboration During Natural Disasters: The Lessons Learned from Past Experience, (Lessons Learned, Vol. 3, Issue 2, 2008)*
- *Continuity of Operations (COOP) Planning Training Materials*
- *Disaster Behavioral Health Information Series (DBHIS) Resource Collections Webpage*
- *Managing an Infectious Disease Outbreak in a School, (Lessons Learned, Vol. 2, Issue 3, 2007)*
- *National Gang Center*
- *Paying Tribute to Deceased School Community Members, (REMSExpress, Vol. 3, Issue 3, 2007)*
- *Preparing for a Cyber Security Breach Before One Occurs, (Lessons Learned, Vol. 5, Issue 1, 2010)*
- *Preparing for the Flu: Department of Education Recommendations to Ensure the Continuity of Learning for Schools (K-12) During Extended Student Absence or School Dismissal*
- *Tips for Helping Students Recovering from Traumatic Events*
- *United States Active Shooters Events from 2000 to 2010: Training and Equipment Implications*


Questions?



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RESOURCES

SCHOOL EMERGENCY MANAGEMENT AND KEY PLANNING PRINCIPLES

COPS Office, Department of Justice (DOJ), (2001). *The COPS Collaboration Tool Kit: How to Build, Fix and Sustain Productive Partnerships*. Available at http://www.cops.usdoj.gov/html/cd_rom/collaboration_toolkit/pubs/collaborationtoolkit.pdf.

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- *Guidance on Planning for Integration of Functional Needs Support Services in General Population Shelters*, (2010). Available at http://www.fema.gov/pdf/about/odc/fnss_guidance.pdf.
- *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action*, (2011). Available at <http://www.fema.gov/library/viewRecord.do?id=4941>.

National Council on Disability, (2009). *Effective Emergency Management: Making Improvements for Communities and People with Disabilities*. Available at http://rems.ed.gov/docs/NCD_EmergencyManagement.pdf.

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

- *Collaboration: Key to a Successful Partnership*, (REMSExpress, Vol. 4, Issue 2, 2008). Available at http://rems.ed.gov/docs/REMSX_Vol4Issue1.pdf.

Español - Colaboración: La Clave para una Asociación Exitosa. Available at http://rems.ed.gov/docs/REMSX_Vol4Issue1_Spanish.pdf.

- *Emergency Management in Nontraditional School Settings*, (ERCMEExpress Series, Volume 3, Issue 5, 2007). Available at <http://rems.ed.gov/docs/NontraditionalSchoolSettings.pdf>.
- *Emergency Management Opportunities and Challenges for Non-Public Schools*, (REMSExpress, Vol. 3, Issue 4, 2007). Available at http://rems.ed.gov/docs/ERMgmtOppts_Challngs4N_PS.pdf.
- *Emergency Management Planning for After-School Programs: Focus: Napa County Office of Education*, (Lessons Learned, Vol. 4, Issue 4, 2010). Available at http://rems.ed.gov/docs/LL_Vol4Issue4.pdf.
- *Integrating Students with Special Needs and Disabilities Into Emergency Response and Crisis Planning*, (REMSExpress, Vol. 2, Issue 1, 2006). Available at http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf.

- *NIMS Implementation for Schools and Institutions of Higher Education (IHEs)* Webpage. Available at <http://rems.ed.gov/display.aspx?page=resources> NIMS.

U.S. Department of Homeland Security (DHS), (2012). *Homeland Security Grant Program Supplemental Resource: Children in Disasters Guidance*. Available at http://www.fema.gov/pdf/government/grant/2012/fy12_hsgp_children.pdf.

White House, (2012). *Empowering Local Partners to Prevent Violent Extremism in the United States*. Available at http://rems.ed.gov/docs/WhiteHouse_LocalPartnersPreventExtremism.pdf.

THE PLANNING PROCESS

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), (2010). *Developing and Maintaining Emergency Operations Plans (CPG 101), Version 2.0*. Available at http://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf.

Step 1: Form a Collaborative Planning Team

Identify Core Planning Team

International Association of Chiefs of Police (IACP), (2013). *Forming Your Safe School Planning Team*. Available at <http://elearning-courses.net/iacp/>.

State Resources for Identifying Local Partners

Centers for Disease Control and Prevention (CDC), U.S. Department of Health and Human Services (HHS). *State Health Departments* Webpage. Available at http://www.cdc.gov/nchs/nvss/state_health_departments.htm.

Federal Bureau of Investigation (FBI), U.S. Department of Justice (DOJ). *Local Federal Bureau of Investigation Field Offices by State* Webpage. Available at http://www.fbi.gov/contact-us/field/listing_by_state.

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS). *State Offices and Agencies of Emergency Management* Webpage. Available at <http://www.fema.gov/regional-operations/state-offices-and-agencies-emergency-management>.

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center. *State Safe School Centers* Webpage. Available at <http://rems.ed.gov>.

U.S. Department of Education (ED). *State Education Agencies* Webpage. Available at http://wdcrocolp01.ed.gov/Programs/EROD/org_list.cfm?category_cd=SEA.

U.S. Department of Homeland Security (DHS). *State Homeland Security Contacts* Webpage. Available at <http://www.dhs.gov/state-homeland-security-contacts>.

Engaging Partners in School Emergency Management

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), (2011). *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action*. Available at <http://www.fema.gov/library/viewRecord.do?id=4941>.

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- *Establishing and Developing Strategic Partnerships with Media Representatives*, (Helpful Hints, Vol. 2, Issue 8, 2007). Available at http://rems.ed.gov/docs/HH_Vol2Issue8.pdf.
- *Families as Partners in School Emergency Management*, (Helpful Hints Series, Vol. 2, Issue 7, 2007). Available at http://rems.ed.gov/docs/HH_Vol2Issue7.pdf.
- *Tapping into Nontraditional Community Partners for Emergency Management*, (REMSExpress, Vol. 3, Issue 1, 2007). Available at <http://rems.ed.gov/docs/TapIn2CommunityPartners4ERMgmt.pdf>.

Step 2: Understand the Situation

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), (April 2012). *Comprehensive Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. Available at <http://www.fema.gov/library/viewRecord.do?id=5823>.

Site Assessments

American Clearinghouse on Educational Facilities (ACEF).

- *Safe School Facilities Checklist*, (2011). Available at http://rems.ed.gov/Docs/ACEF_ED_Facilitiesvulnerability-Hazardchecklist.Pdf.
- *The Vulnerability Assessment Process Webinar*, (2011). Available at <http://www.acefacilities.org/webinars>.

International Association of Chiefs of Police (IACP), (2013). *Assessing School Safety Online Course*. Available at <http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=3>.

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U.S. Department of Education (ED).

- *Guide To School Vulnerability Assessment: Key Principles for Safe Schools*, (2008). Available at http://rems.ed.gov/Docs/VA_Report_2008.Pdf.

Español - Guía para las evaluaciones de vulnerabilidad escolar. Available at http://rems.ed.gov/docs/4.%20REMS%20Guide%20to%20School%20Vulnerability%20Assessments_SPANISH.pdf.

U.S. Department of Homeland Security (DHS), (2012). *Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings, Edition 2*. Available at http://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf.

Culture and Climate Assessments

Office of the President, University of California. *Campus Climate Survey Website*. Available at <http://campusclimate.ucop.edu/what-is-campus-climate/index.html>.

School Behavioral Threat Assessment

Safe School Initiative (SSI), U.S. Secret Service (SS) and U.S. Department of Education (ED).

- *Final Report and Findings: Implications for Prevention of School Attacks in the United State*, (2010). Available at <http://rems.ed.gov/docs/FinalReportandFindingsofSafeSchoolInitiative.pdf>.
- *Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack*, (2008). Available at http://rems.ed.gov/docs/DOE_BystanderStudy.pdf.
- *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, (2004). Available at <http://rems.ed.gov/docs/ThreatAssessmentinSchools.pdf>.

Capacity Assessment

Emergency Management Institute, Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), (2009). *Staff Skills Survey Form*. Available at <http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/SampleFormsChecklistsExercises.htm>.

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- *Automatic External Defibrillators (AEDS) and CPR Training*, (Success Stories, Vol. 1, Issue 3, 2011). Available at http://rems.ed.gov/docs/SS_Vol01Issue03_DaytonaState.pdf.
- *Emergency "Go-kits"*, (Helpful Hints, Vol. 1, Issue 2, 2006). Available at http://rems.ed.gov/docs/HH_Vol1Issue1.pdf.
- *Teen Cert Credit Course*, (Success Stories, Vol. 1, Issue 1, 2011). Available at http://rems.ed.gov/docs/SS_Vol01Issue01_LincolnCounty.pdf.

Step 3: Determine Goals and Objectives and Step 4: Plan Development (Identifying Courses of Action)

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), (2005). *Special Events Contingency Planning, Job Aids Manual*. Available at <http://training.fema.gov/EMIWeb/downloads/is15aSpecialEventsPlanning-JAmanual.pdf>.

International Association of Chiefs of Police (IACP), (2013). *Responding to a School Crisis*. Available at <http://elearning-courses.net/iacp/>.

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center (2010). *NIMS Implementation Activities for Schools and Institutions of Higher Education* Website. Available at <http://rems.ed.gov/display.aspx?page=resources> NIMS.

- [Checklist: NIMS Implementation Activities for Schools and IHEs](#)
- [Comprehensive NIMS Implementation Activities for Schools and IHEs](#)
- [Frequently Asked Questions](#)
- [NIMS Activity-By-Activity Description and Guidance for 2009-2010](#)
- [NIMS Training for K-12 Schools and Institutions of Higher Education](#)

Step 5: Prepare, Review, and Approve the Plan

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

- *Planning and Conducting a Functional Exercise*, (Helpful Hints, Vol. 2, Issue 4, 2007). Available at http://rems.ed.gov/docs/HH_Vol2Issue4.pdf.
- *ShakeCast: How the Los Angeles Unified School District Uses Technology to Prepare for and Respond to Earthquakes*, (Success Stories, Vol. 2, Issue 3, 2012). Available at http://rems.ed.gov/docs/SS_Vol02Issue03_ShakeCast.pdf.

Step 6: Implement and Maintain the Plan

Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS). *Independent Study Courses*. Available at <http://training.fema.gov/EMICourses/>.

- *IS-100.SCa—Introduction to the Incident Command System for Schools*, (2010).
- *IS-120.a—An Introduction to Exercises*, (2008).
- *IS-200.b—ICS for Single Resources and Initial Action Incidents*, (2010).
- *IS-362A—Multi-Hazard Emergency Planning for Schools*, (2010).
- *IS-700.a—National Incident Management System (NIMS), An Introduction*, (2010).
- *IS-800.b—National Response Framework, An Introduction*, (2010).

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- *American Sign Language (ASL) Course on Emergency Management and Deaf or Hard of Hearing Populations*, (Success Stories, Vol. 1, Issue 2, 2011). Available at http://rems.ed.gov/docs/SS_Vol01Issue02_RIT.pdf.
- *Code Blue: Seton Hall University Website for Emergency Preparedness and Response*, (Success Stories, Vol. 2, Issue 1, 2011). Available at http://rems.ed.gov/docs/SS_Vol02Issue01_SetonHall.pdf.

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PLAN CONTENT

The Basic Plan

Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), *National Incident Management System* Webpage. Available at <http://www.fema.gov/national-preparedness/national-incident-management-system>.

Functional Annexes Content

Continuity of Operations (COOP) Annex

Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS). *Independent Study Courses*. Available at <http://training.fema.gov/EMICourses/>.

- *IS 546A—Continuity of Operations Planning Awareness*, (2009).
- *IS 547A—Introduction to Continuity of Operations Planning*, (2009).

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- *Continuity of Operations* Webpage. Available at <http://www.fema.gov/continuity-operations>.
- *Continuity of Operations Division Training* Webpage. Available at <http://www.fema.gov/about/org/ncp/coop/training.shtm>.
- *Continuity Planning in Our Nation's School Systems* Webinar. Available at <https://connect.hsin.gov/p89036396/?launcher=false&fcsContent=true&pbMode=normal>.

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

- *Continuity of Operations (COOP) Planning* Training Materials. Available at <http://rems.ed.gov/docs/repository/00000384.pdf>.
- *Preparing for the Flu: Department of Education Recommendations to Ensure the Continuity of Learning for Schools (K-12) During Extended Student Absence or School Dismissal*, (2009). Available at http://rems.ed.gov/docs/ED_ContinuityOfLearning-SchoolDismissalsK-12.pdf.

Recovery Annex

Los Angeles Unified School District Trauma Services Adaptation Center. *Trauma Services Adaptation Center for Schools and Communities* Webpage. Available at http://notebook.lausd.net/portal/page?_pageid=33,1049552&_dad=ptl&_schema=PTL_EP.

National Association of School Psychologists (NASP). *School Safety and Crisis Resources* Webpage. Available at http://www.nasponline.org/resources/crisis_safety/.

The National Center for Homeless Education (NCHE) Webpage. Available at <http://center.serve.org/nche/dis/dis.php>.

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

- *A Coordinated Response To Multiple Deaths in a School Community Helps the Healing Begin*, (Lessons Learned, Vol. 1, Issue 2, 2006). Available at http://rems.ed.gov/docs/CoordinatedResponseToMultipleDeaths_1102.pdf.
- *Coping with the Death of a Student or Staff Member*, (REMSExpress, Vol. 3, Issue 2, 2007). Available at http://rems.ed.gov/docs/CopingW_Death_StudentOrStaff.pdf.
- *Coping With Multiple Suicides Among Middle School Students*. (Lessons Learned, Vol. 2, Issue 2, 2007). Available at <http://rems.ed.gov/docs/LessonsLearnedSuicideApril12.pdf>.
- *Listen, Protect, Connect-Model & Teach: Psychological First Aid (PFA) For Students and Teachers* (Helpful Hints Series, Vol. 3, Issue 3, 2008). Available at http://rems.ed.gov/docs/HH_Vol3Issue3.pdf.
- *Paying Tribute to Deceased School Community Members*, (REMSExpress, Vol. 3, Issue 3, 2007). Available at http://rems.ed.gov/docs/ERCMNewsletter_Memorials.pdf.
- *Responding to a Suicide Cluster: Palo Alto School District*, (Lessons Learned, Vol. 5, Issue 2, 2010). Available at http://rems.ed.gov/docs/LL_Vol5Issue2.pdf.

Español - Cómo responder a Suicidios en grupo: Distrito Escolar de Palo Alto. Available at http://rems.ed.gov/docs/12.%20LessonsLearned_Palo%20Alto%20Suicide%20Cluster_SPANISH.pdf.

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