




Developing Emergency Operations Plans (EOPs) K-12 101 Training

Presented by:
Sue Graves






http://rems.ed.gov



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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












Five Preparedness Missions



Training Objectives

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



Reflections on Professional Practice Planning Principles



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

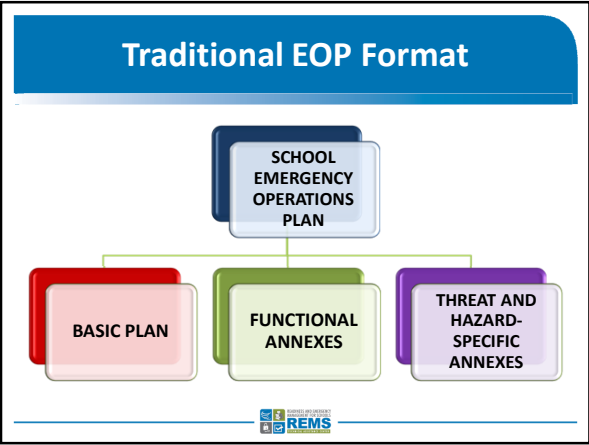


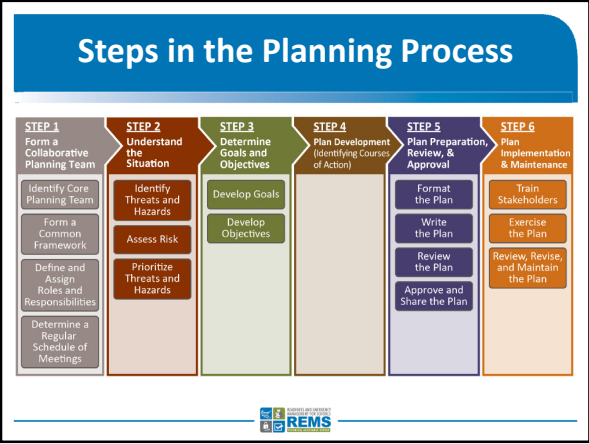
During the introduction: We learned the importance of:

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

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







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


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



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.

In Step 2: We will learn how a team:

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





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.

Step 2 • Understand the Situation

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & 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 release of toxins from industrial plants • Hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials 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 • Contaminated food outbreaks • Toxic materials present in school laboratories 	<ul style="list-style-type: none"> • Fire • Active shooters • Threat of Violence • Fights • Gang violence • Homelessness • Child Abuse • Cyber attacks • Dangerous animals • Suicide • Kidnapping or missing student • Bus Accident • Riot or Student Demonstration • Medical Emergency


Step 2 • Understand the Situation

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	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
Hazmat spill outside the school	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

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.

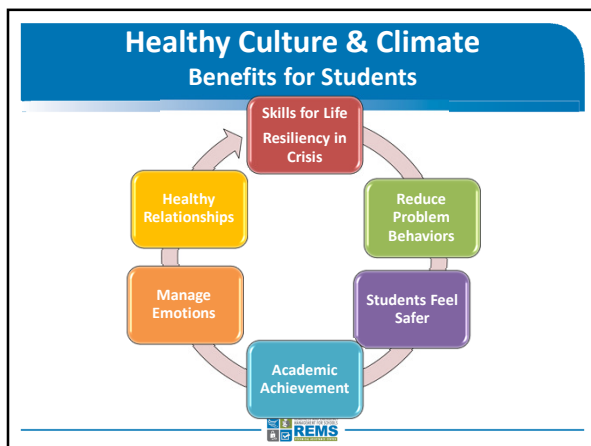


Step 2 • Understand the Situation

Culture & Climate Assessment (Cont.)

- Safe Environment
- Physical Surroundings
- Supportive Academic Settings
- Clear and Fair Discipline
- Healthy Relationships
- Social, Emotional, and Behavioral Supports




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.



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.

In 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.





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.

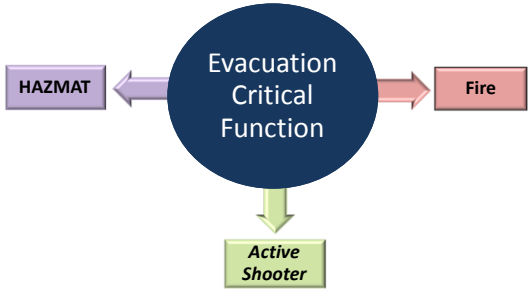

Step 3 • Determine Goals and Objectives

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.

Step 3 • Determine Goals and Objectives

Summary




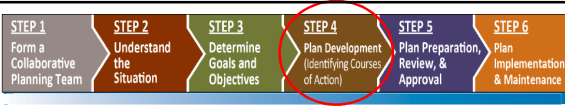
During Step 3: We learned how to develop goals and objectives:

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


In 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).





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.

1. Describe possible scenarios.
2. Determine the amount of time available to respond.
3. Identify decision points.
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.



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?
- Should they do a walking "off-campus" evacuation?
- Will you call 9-1-1 for assistance/advice?



Scenario Debrief

1. How does using a specific scenario support plan development?
2. How does the elapsed time of the event affect decision-making?
3. How will information lead you to key decision points?
4. What common response functions emerged?




Step 4


- Plan Development**
- Identifying Courses of Action

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

<ul style="list-style-type: none"> What is the action? Who is responsible for the action? When does this action take place? How long does this action take? 	<ul style="list-style-type: none"> What has to happen before and after this action? What resources are needed to perform the action? How will this action affect specific populations?
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Summary




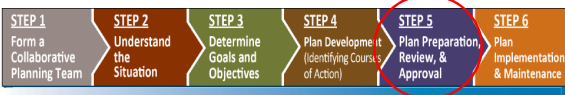
During Step 4: We learned how:

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


In 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





The planning team
PREPARES A DRAFT
of the school EOP.



Step 5


• Plan Preparation, Review, and Approval




Overview of the APPROACH TO OPERATIONS
Before, During, and After an Emergency

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



CRITICAL OPERATIONAL FUNCTIONS
and the Courses of Action Developed to Carry Them Out

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




Functions Can Occur...

Consecutively

Shelter-in-Place → Evacuation

Concurrently

Evacuation → Accounting for Students, Staff, and Visitors



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. Room Evacuation
2. Building Evacuation
3. Campus Evacuation



Key Considerations:

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

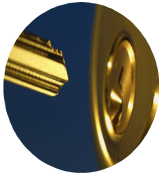



Lockdown Annex

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:

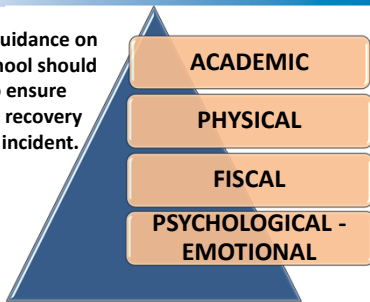


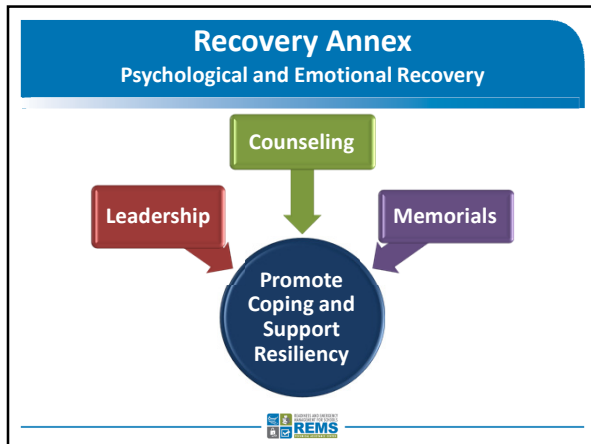
- Essential Functions
- Essential Personnel
- Activation
- Prolonged Closure



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

- Outbreaks
- Information Sharing

Medical

- Staff Roles and Training
- Resource Management

Mental Health

- Counselors
- Threat Assessment Team

Describe Courses of Action Unique to PARTICULAR THREATS AND HAZARDS

Before, During, and After an Emergency

Threat- and Hazard-Specific Annexes

Natural Hazards

Technological Hazards

Biological Hazards


Adversarial, Incidental, and Human-Caused Threats

Threat- and Hazard-Specific Annexes

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & Human-caused Threats
• Earthquakes	• Explosions or release of toxins from industrial plants	• Infectious diseases	• Fire
• Tornadoes	• Hazardous materials from within the school, such as gas leaks or laboratory spills	• Contaminated food outbreaks	• Active shooters
• Lightning	• Hazardous materials from major highways or railroads	• Toxic materials present in school laboratories	• Threat of Violence
• Severe wind	• Radiological releases from nuclear power stations		• Fights
• Hurricanes			• Gang violence
• Floods			• Bomb threats
• Wildfires			• Child Abuse
• Extreme temperatures			• Cyber attacks
• Landslides or mudslides			• Dangerous animals
• Tsunamis			• Suicide
• Volcanic eruptions			• Kidnapping or missing student
• Winter precipitation			• Bus Accident
			• Riot or Student Demonstration
			• Medical Emergency


Active Shooter Situations Interacting With First Responders

- Before**
 - Exercises, Training, and Drills
 - Building Familiarization
- During**
 - Law Enforcement Priorities
 - Cooperate, Don't Interfere
- After**
 - Incident Response Team
 - Reunification



Active Shooter Situations Three Basic Options

- RUN**
 - Consider your location
 - Run to a safe place
- HIDE**
 - Lockdown
 - Barricade
- FIGHT**
 - Disrupt or incapacitate the shooter
 - Use things in your environment



Step 5


Plan Preparation, Review, and Approval

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





Step 5 • Plan Preparation, Review, and Approval

- Adequate
- Feasible
- Acceptable
- Complete
- Compliant



Summary




During Step 5: We learned:

- Content of Basic Plan
- Functional Annexes – Key Considerations
- Threat- and Hazard-Specific Annexes
- 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

In Step 6: We will learn the importance of:

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





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





Step 6 • Plan Implementation and Maintenance

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

REMS

Step 6 • Plan Implementation and Maintenance

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

REMS

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

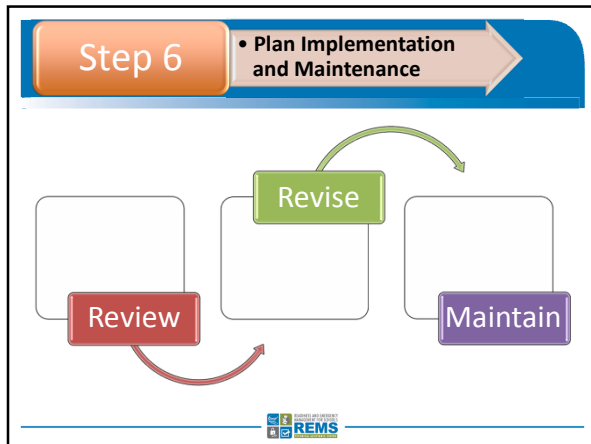
• Plan Implementation and Maintenance



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, students and other stakeholders
- Need for ongoing process of evaluation and assessment

Questions & Answers

REMS

Resources

REMS TA Center
 Readiness & Emergency Management for Schools
<http://rems.ed.gov>
 Phone: (855) 781-7367
 Email: info@remstacenter.org

Sue Graves
Susan.graves@lincoln.k12.or.us
http://lincoln.k12.or.us/dept_programs/safety.php

REMS

Step 1: Form a Collaborative Planning Team

Participant Activity

As you consider potential planning team partners from your local jurisdiction, list who you are currently working with or who you could reach out to in support of your emergency management planning.

School Personnel

- Administrators _____
- Educators _____
- School Psychologists _____
- Nurse _____
- Facilities Manager _____
- School Custodian _____
- Transportation Manager _____
- Food Services Personnel _____
- Family Services Representative _____
- English Language Learners Representative _____
- Special Education Representative _____
- Supervision Specialists _____
- Athletic Director _____
- Parent Group Representatives _____
- Students _____
- Other: _____
- Other: _____

Community Partners

- Law Enforcement Partners _____
- School Resource Officers _____
- Fire Department Partners _____
- Emergency Medical Services _____
- Public & Mental Health Practitioners _____
- Local Emergency Managers _____
- Other: _____
- Other: _____

School District Representatives

- District-Level Representative _____
- Legal Review _____
- Human Resources Director _____
- School Board Member _____
- Other: _____
- Other: _____

Step 2: Understand the Situation

Risk Assessment Activity

1. Choose two (2) specific threats and/or hazards that relate to your particular school and/or district.
2. Use the “*Risk Assessment Matrix*” to assign a “Risk Priority” for each threat and/or hazard.
3. Discuss your findings with others in your group. Be prepared to share thinking with the larger group.

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & 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 release of toxins from industrial plants Hazardous materials from within the school, such as gas leaks or laboratory spills Hazardous materials 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 Contaminated food outbreaks Toxic materials present in school laboratories 	<ul style="list-style-type: none"> Fire Active shooters Threat of Violence Fights Gang violence Bomb threats Child Abuse Cyber attacks Dangerous animals Suicide Kidnapping or missing student Bus Accident Riot or Student Demonstration Medical Emergency

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

Step 3: Determine Goals & Objectives

Participant Activity

Shelter-In-Place (SIP):

- School community remains indoors because it is safer inside the building than outside.
- Depending on the threat or hazard, students and staff may need to move to rooms that can be sealed (e.g., hazardous materials spill) or to a weather shelter (e.g., tornado).

Develop goals and objectives supporting a Shelter-In-Place (SIP).

Goal BEFORE: _____

Objective: _____

Objective: _____

Objective: _____

Goal DURING: _____

Objective: _____

Objective: _____

Objective: _____

Goal AFTER: _____

Objective: _____

Objective: _____

Objective: _____

Step 4: Plan Development

Identify Courses of Action

Participant Activity

Scenario: Local law enforcement informs school officials that a large capacity tanker truck carrying an unknown substance has over-turned nearby. In order to protect (seal off) students and staff from potentially hazardous materials, they are requesting the school to initiate a “Shelter-In-Place” until the substance can be identified. Use the key questions below to reflect on what courses of action would be necessary to successfully Shelter-In-Place.

What is the action? **“Seal the Room”**

1. Who is responsible for the action?
2. When does this action take place?
3. How long does this take?
4. What has to happen before and after?
5. What resources are needed to perform the action?
6. How will this action affect specific populations?

What is the action? **“Turn off HVAC”**

1. Who is responsible for the action?
2. When does this action take place?
3. How long does this take?
4. What has to happen before and after?
5. What resources are needed to perform the action?
6. How will this action affect specific populations?

What is the action? **“Provide Medical Care”**

1. Who is responsible for the action?
2. When does this action take place?
3. How long does this take?
4. What has to happen before and after?
5. What resources are needed to perform the action?
6. How will this action affect specific populations?

What is the action? **“Notify Students Outside”**

1. Who is responsible for the action?
2. When does this action take place?
3. How long does this take?
4. What has to happen before and after?
5. What resources are needed to perform the action?
6. How will this action affect specific populations?

Step 5: Plan Preparation, Review & Approval

The Basic Plan section includes:

Introductory Material—Can enhance accountability with community partners, including first responders, local emergency managers, and public and mental health officials, and make a school EOP easier to use. It typically includes: Cover Page, Promulgation Document Signature Page, Approval and Implementation Page, Record of Changes, Record of Distribution, and Table of Contents.



Purpose and Situation Overview—Sets the foundation for the rest of the school EOP. The Basic Plan’s purpose is a general statement of what the school EOP is meant to do. The situation section explains why a school EOP is necessary; covers a general discussion of the threats and hazards that pose a risk to the school and would result in a need to use this plan; and dependencies on parties outside the school for critical resources.

The Concept of Operations—Explains in broad terms the school administrator’s intent with regard to an operation.

Organization and Assignment of Responsibilities—Provides an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners, and of organizational functions *during* all emergencies.

Direction, Control, and Coordination—Describes the framework for all direction, control, and coordination activities.

Information Collection, Analysis, and Dissemination—Addresses the role of information in the successful implementation of the activities that occur before, during, and after an emergency.

Training and Exercises—Describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations.

Administration, Finance, and Logistics—Covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan.

Plan Development and Maintenance—Discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities.

Authorities and References—Provides the legal basis for emergency operations and activities. It includes lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies, and provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

See pages 23-28 of the official *Guide For Developing High Quality School Emergency Operations Plans* for more detailed information.

THE BASIC PLAN

School Emergency Operations Plan – Section 1

Self-Assessment Activity

Identify which of the 10 parts of the Basic Plan section of 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 Low
1	Introductory Material				
2	Purpose, Scope, Situation Overview, and Assumptions				
3	Concept of Operations				
4	Organization & Assignment of Responsibilities				
5	Direction, Control & 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				
	Other:				
	Other:				

FUNCTIONAL ANNEXES

School Emergency Operations Plan – Section 2

Self-Assessment Activity

Identify which of these 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 Low
1	Communications & 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, & Mental				
	Other:				
	Other:				

THREAT & HAZARD SPECIFIC ANNEXES

School Emergency Operations Plan – Section 3

Participant Activity

Continue your assessment process and choose 6 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

THREATS & HAZARDS

School Emergency Operations Plan – Section 3

Participant Activity

Circle the threats and hazards you have or want to include in your plan.

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, & 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 release of toxins from industrial plants • Hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials 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 • Contaminated food outbreaks • Toxic materials present in school laboratories 	<ul style="list-style-type: none"> • Fire • Active shooters • Threat of Violence • Fights • Gang violence • Bomb threats • Child Abuse • Cyber attacks • Dangerous animals • Suicide • Kidnapping or missing student • Bus Accident • Riot or Student Demonstration • Medical Emergency •

Step 6: Train, Exercise & Maintain Plan

Participant Activity

Which drills does your school currently practice on a regular basis? How often?

- | | |
|---|---|
| <input type="checkbox"/> Fire _____ | <input type="checkbox"/> Shelter-in-Place _____ |
| <input type="checkbox"/> Earthquake _____ | <input type="checkbox"/> Bus Evacuation _____ |
| <input type="checkbox"/> Tsunami _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Lockdown _____ | <input type="checkbox"/> Other _____ |

Notes:

Who do you need to train on your emergency procedures? How often? What kind of training?

- Teachers _____
- Support Staff _____
- Substitutes _____
- Itinerant Staff _____
- Coaches _____
- Bus Drivers _____
- Food Service Personnel _____
- Custodial Staff _____
- Volunteers _____
- Law Enforcement _____
- Fire Fighters _____
- EMS _____
- Other _____
- Other _____

Notes:
