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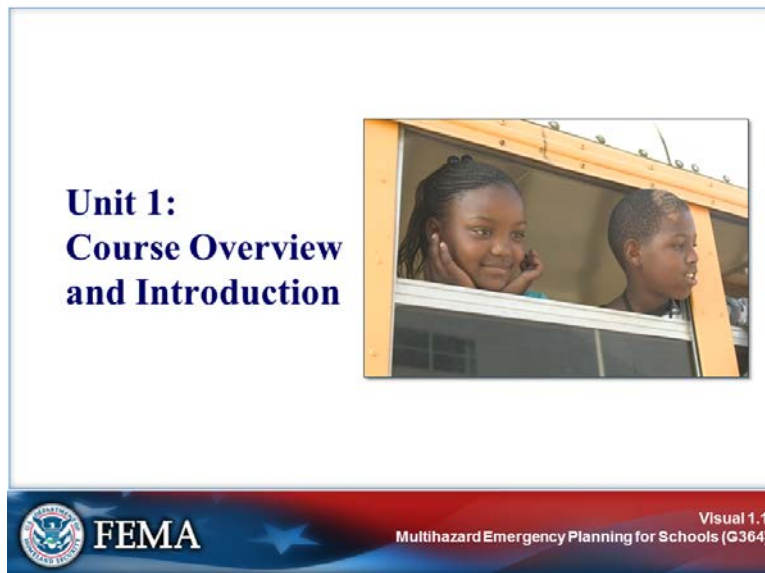
## **UNIT 1. COURSE OVERVIEW AND INTRODUCTION**

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**COURSE INTRODUCTION**

**Visual 1.1**



**Key Points**

Welcome to the Multihazard Emergency Planning for Schools course. This unit introduces the course goal and objectives.


COURSE INTRODUCTION

Visual 1.2


**Activity: Participant Introductions**

**Instructions:** Working in your team:

1. Select a spokesperson to:
  - Introduce each team member (name, school, role).
  - Summarize one recent incident where your school or a school in your district needed to use emergency response procedures.
2. Be prepared to share your presentation in 10 minutes.



Visual 1.2  
Multihazard Emergency Planning for Schools (G364)



Key Points

**Purpose:** This activity will provide teams the opportunity to introduce each member and present an incident where the school or community used emergency response procedures.

**Instructions:**

Working in your team, prepare a brief, 5-minute team introduction.

1. Select a spokesperson to:
  - Introduce the team members at the table, by name, school, and the role they play in the emergency planning process.
  - Summarize one recent incident where your school or a school in your district needed to use emergency response procedures. If your table group is made up of participants from different schools, select one school or district incident to present.
2. Be prepared to share your responses in 10 minutes.

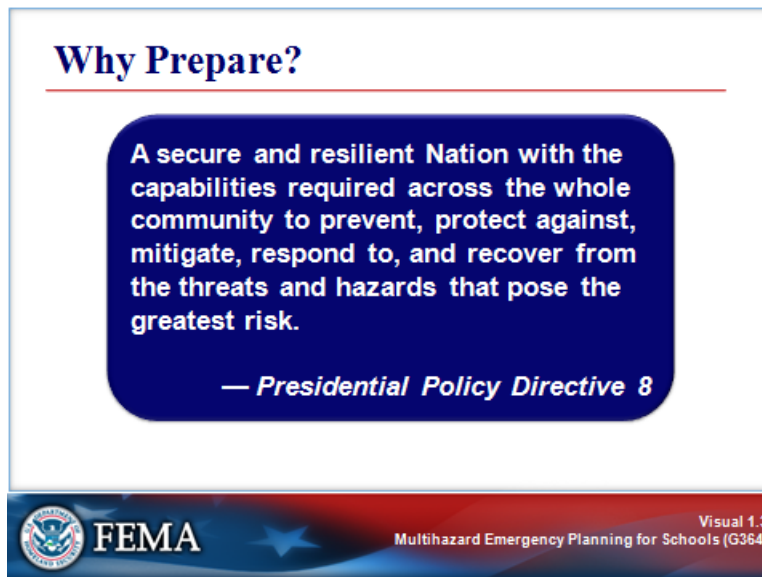
Your Notes:

### COURSE GOAL AND OBJECTIVES

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#### Visual 1.3

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#### Key Points

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The safety and security of schools contributes to a more secure and resilient Nation. In March 2011, President Obama signed Presidential Policy Directive 8: National Preparedness (PPD-8), which describes the Nation's approach to preparedness. PPD-8 defines five mission areas and requires the development of a series of policy and planning documents. The five mission areas are:

- **Prevention:** Those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism.
- **Protection:** Those capabilities to safeguard the homeland against acts of terrorism and manmade or natural disasters.
- **Mitigation:** Those capabilities necessary to reduce loss of life and property by lessening the impact of disasters.
- **Response:** Those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.
- **Recovery:** Those capabilities necessary to assist communities affected by an incident in recovering effectively.

### COURSE GOAL AND OBJECTIVES

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#### Visual 1.4

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**Course Goal**

Provide schools with the knowledge, skills, and tools needed to review, enhance, and sustain an all-hazards school emergency operations plan.

FEMA

Visual 1.4  
Multihazard Emergency Planning for Schools (G364)

#### Key Points

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The course goal is to provide schools with the knowledge, skills, and tools needed to review, enhance, and sustain an all-hazards school emergency operations plan (EOP). In every unit, emphasis is placed on working with the whole community on planning for and mitigating all threats and hazards.

Through this course, you will have the opportunity to build partnerships and develop positive working relationships among first responders and the school staff.

You will have an opportunity to review, develop, and update your school EOP throughout the course. You are encouraged to ask questions and to use each other as resources.

Using the collective knowledge and expertise of the instructor(s) and participants, the school(s) can strengthen the EOP and gain a broader understanding of emergency preparedness and planning.

### COURSE GOAL AND OBJECTIVES

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#### Visual 1.4 (Continued)

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##### All-Hazards Preparedness Planning

An all-threats/hazards approach considers all conditions that have the potential to cause injury, illness, or death; damage to or loss of equipment, infrastructure services, or property; or alternatively causing functional degradation to social, economic, or environmental aspects. Threats and hazards may be natural, technological, or human-caused.

A Strategic National Risk Assessment conducted in support of PPD-8 indicated that a wide range of threats and hazards pose a significant risk to the Nation, affirming the need for an all-hazards, capability-based approach to preparedness planning.

**Sources:** National Preparedness Goal, 2011; National Response Framework, 2013; Threat and Hazard Identification and Risk Assessment Guide, 2013

##### Whole Community Approach

As a concept, Whole Community is a means by which residents, emergency management practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests. By doing so, a more effective path to societal security and resilience is built. In a sense, Whole Community is a philosophical approach on how to think about conducting emergency management.

**Source:** A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action, 2011

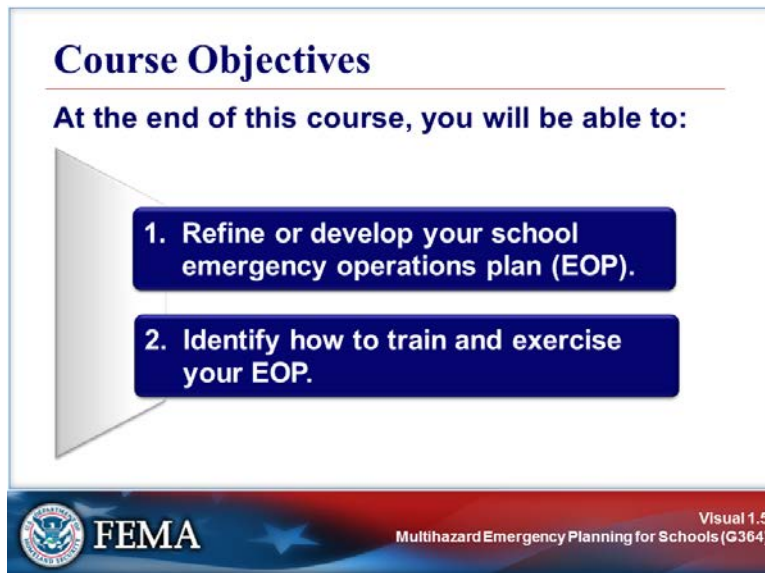


### COURSE GOAL AND OBJECTIVES

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#### Visual 1.5

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The slide is titled "Course Objectives" and features a large white arrow pointing to the right. Inside the arrow, there are two blue boxes with white text. The first box contains the text "1. Refine or develop your school emergency operations plan (EOP)." and the second box contains "2. Identify how to train and exercise your EOP." At the bottom of the slide, there is a red and blue banner with the FEMA logo on the left and the text "Visual 1.5 Multihazard Emergency Planning for Schools (G364)" on the right.

**Course Objectives**

At the end of this course, you will be able to:

1. Refine or develop your school emergency operations plan (EOP).
2. Identify how to train and exercise your EOP.

FEMA  
Visual 1.5  
Multihazard Emergency Planning for Schools (G364)

#### Key Points

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At the end of this course, you will be able to:

- **Refine or develop your school emergency operations plan (EOP).** Throughout the course, the school will review the existing EOP, determine areas for improvement, and make changes and updates to the EOP.
- **Identify how to train and exercise your EOP.** The school will describe the benefits of training and exercising the school's EOP, and identify who needs to be involved in training and exercising the EOP.

### COURSE GOAL AND OBJECTIVES

#### Visual 1.6

**Course Agenda**

Day 1	Day 2	Day 3 (optional)
Unit 1: Course Overview and Introduction	Unit 5: Developing Procedures and Functional Annexes	Conducting and Designing Tabletops
Unit 2: Getting Ready for Planning	Unit 6: Developing Threat/Hazard-Specific Annexes	
Unit 3: Understanding the Situation	Unit 7: Training and Exercising the School Emergency Operations Plan	
Unit 4: Developing the School Emergency Operations Plan	Unit 8: Course Summary	

FEMA  
Visual 1.6  
Multihazard Emergency Planning for Schools (G364)

#### Key Points

Review the course agenda shown on the visual.

Each unit builds upon the other and is described below:

##### Day 1:

- Unit 1: Course Overview and Introduction presents the course goal and objectives.
- Unit 2: Getting Ready for Planning describes the role EOPs play in incident management and how this role applies to schools.
- Unit 3: Understanding the Situation describes natural, technological, and human-caused hazards as well as how to conduct research and identify hazards.
- Unit 4: Developing the School Emergency Operations Plan covers the components in a school EOP basic plan.

### COURSE GOAL AND OBJECTIVES

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#### Visual 1.6 (Continued)

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##### Day 2:

- Unit 5: Developing Procedures and Functional Annexes describes the procedures that should be included in EOP functional annexes.
- Unit 6: Developing Threat/Hazard-Specific Annexes describes the threat/hazard-specific annexes that should be addressed in the school EOP.
- Unit 7: Training and Exercising the School Emergency Operations Plan discusses the importance and benefits of training and exercising the school EOP.
- Unit 8: Course Summary reviews the major topics covered and concludes the course.

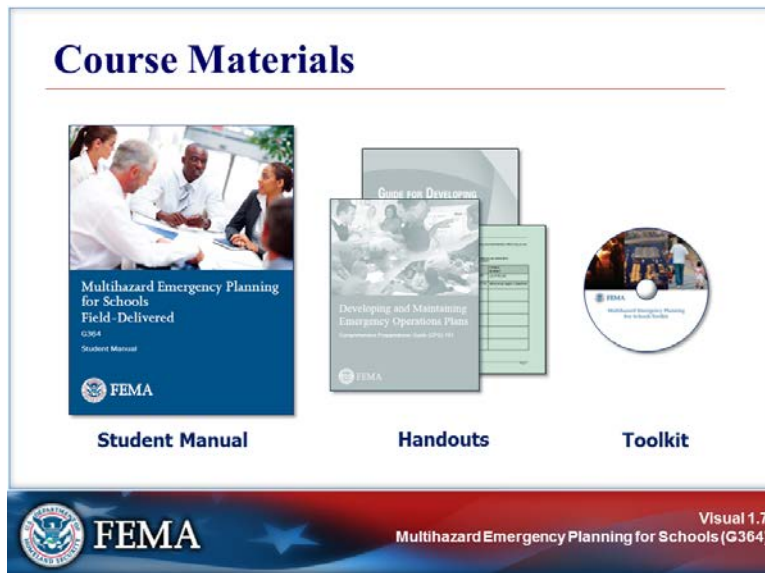
##### Day 3 (Optional):

- Conducting and Designing Tabletops presents a tabletop exercise and reviews the steps to design a tabletop exercise for the school.

Your Notes:

### COURSE MATERIALS

#### Visual 1.7



#### Key Points

The materials for this course include:

- **Student Manual:** Includes a glossary, visuals, key points, worksheets, and space to record notes.
- **Handouts:** Various materials that will be used during the course, which will be distributed at the appropriate times.
- **Toolkit on CD ROM:** Additional materials and resources for you to use when developing, enhancing, and exercising your plans.

The contents of the toolkit are listed on the following pages. The toolkit can be accessed on the EMI School Program website at: <http://training.fema.gov/emiweb/emischool>.

### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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#### Contents of the Toolkit

##### Course Materials and Resources

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- Action Planning Worksheet
- Comprehensive Preparedness Guide 101: Developing and Maintaining Emergency Operations Plans
- Course Glossary
- Guide for Developing High-Quality School Emergency Operations Plans
- Sample School Emergency Operations Plan
- Team Assessment Worksheet

##### Getting Ready for Planning

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- A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action
- Administration Preparedness Checklist
- Americans With Disabilities Act Requirements Checklist
- Are You Ready? An In-depth Guide to Citizen Preparedness
- Basic Emergency Supply List
- Classroom Preparedness Checklist
- Collaboration: Key to a Successful Partnership
- Communication and Collaboration During Natural Disasters: The Lessons Learned from Past Experience
- Crisis Response Box: Partnering for Safe Schools
- Development and Enforcement of Policies Checklist
- Emergency Information Form for Children – Blank & Sample
- Family Emergency Plan
- Functional Needs of People with Disabilities, A Guide for Emergency Managers, Planners, and Responders
- Guide for Preventing and Responding to School Violence
- Health Officer/School Nurse Checklist
- Incident Command System Resource Center
- IS-36: Multihazard Planning for Child Care
- IS-100: Introduction to Incident Command System
- IS-100.SCA: Introduction to the Incident Command System for Schools
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
- IS-700: National Incident Management System (NIMS) An Introduction
- IS-906: Workplace Security Awareness
- Let None Learn in Fear
- National Incident Management System (NIMS)
- National Preparedness Goal
- National Preparedness System

### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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##### Getting Ready for Planning (Continued)

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- Partnering with Law Enforcement Checklist
- Pre-Incident Parent-Guardian Letter
- Preparedness Information for People with Access and Functional Needs
- Public Information Release Form
- Recommended Emergency Supplies for the Whole School Checklist
- Responding to an Emergency: One Principal's Tale
- Staff Development Checklist
- Staff Skills Survey Form
- Statements to the Media
- Tapping into Nontraditional Community Partners for Emergency Management

##### Assessing Threats and Hazards

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- A Guide to School Vulnerability Assessments
- Are You Ready? Guide
- Building Assessment Checklist
- Classroom Assessment Checklist
- Comprehensive Preparedness Guide 101: Developing and Maintaining Emergency Operations Plans
- Development and Enforcement of Policies Checklist
- DHS Risk Lexicon
- Educational Facilities Vulnerability/Hazard Assessment Checklist
- Evacuation Route Assessment Checklist
- Guide for Developing High-Quality School Emergency Operations Plans
- Information Collection Assessment Checklist
- Internal Communication Assessment Checklist
- IS-395: FEMA Risk Assessment Database
- National Incident Management System (NIMS)
- National Infrastructure Protection Plan
- Neighborhood Assessment Checklist
- Preparedness Guide 201 Supplement 1: Threat and Hazard Identification Assessment Guide Toolkit
- Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings
- Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack (Bystander Study)
- School Bus Route Assessment Checklist
- School Grounds Assessment Checklist
- Security Checklists: Building Exterior, Building Interior, Neighborhood, Operations, Outdoor
- Site Assessment Preparation Checklist
- Student Safety Involvement Assessment Checklist
- The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States
- The School Shooter: A Quick Reference Guide
- Threat and Hazard Identification and Risk Assessment Guide: Comprehensive Preparedness Guide (CPG) 201
- Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates

### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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#### Assessing Threats and Hazards (Continued)

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- Threat Assessment: An Approach To Prevent Targeted Violence
- Threat Assessment: Defining an Approach for Evaluating Risk of Targeted Violence
- Walk Through Supply Checklist

#### Addressing Vulnerabilities & Risks

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- ACEF Resource Guide on School Safety: Crime Prevention Through Environmental Design (CPTED)
- Addressing School Violence
- A Framework for Safe and Successful Schools
- Bullying Policy, New York City Board of Education
- CPTED 101: Crime Prevention Through Environmental Design – The Fundamentals for Schools
- Ensuring Quality School Facilities and Security Technologies
- Early Warning Timely Response: A Guide to Safe Schools
- FEMA 386-1: Getting Started: Building Support for Mitigation Planning
- FEMA 386-2: Understanding Your Risks: Identifying Hazards and Estimating Losses
- FEMA 383-3: Developing the Mitigation Plan: Identifying Mitigation Actions and Implementing Strategies
- FEMA 426: Reference Manual To Mitigate Potential Terrorist Attacks Against Buildings
- FEMA 428: Primer To Design Safe School Projects in Case of Terrorist Attacks
- FEMA 389: Communicating With Owners and Managers of New Buildings on Earthquake Risk: A Primer for Design Professionals
- FEMA 395: Incremental Seismic Rehabilitation of School Buildings (K-12): Providing Protection to People and Buildings
- FEMA 424: Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds
- Food Safety and Food Defense for Schools
- “If You See Something, Say Something™” Campaign
- Research on School Security: The Impact of Security Measures on Students
- Safeguarding Our Children: An Action Guide
- School Safety and Violence Prevention
- School Solutions to Cyberbullying
- Stop Bullying
- The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies
- Threat Assessment: Predicting and Preventing School Violence
- Tips for School Administrators for reinforcing School Safety

#### Developing Plans and Procedures

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- 9 Tips for More Effective School Lockdowns
- Addressing Cyberbullying Seminar
- Best Practices for Evacuating and Sheltering Individuals with Special Needs and Disabilities
- Business Not as Usual: Preparing for Pandemic Flu
- Communication and Collaboration During Natural Disasters: Lessons Learned
- Components of Comprehensive School and School District Emergency Management Plans
- Coping with the Death of a Student or Staff Member



### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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#### Developing Plans and Procedures (Continued)

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- Earthquake Procedures
- Emergency Procedures for Substitutes: Calcasieu Parish Louisiana
- Emergency Response Quick Reference, Marin County
- Emotional and Behavioral Reactions of Children to Disasters
- Evacuating the School Bus Seminar
- Evacuation Considerations for Populations with Access and Functional Needs
- Evacuation Procedures for Individuals with Access and Functional Needs
- FBI Law Enforcement Bulletin: Those Terrible First Few Minutes, Revisiting Active-Shooter Protocols for Schools
- FEMA Long-Term Community Recovery Planning Process – A Self-Help Guide
- FEMA Publication 229: Disaster Assistance – A Guide to Recovery Programs
- Fire Procedures
- Flood Procedures
- General Suggestions for Reunification Plans for Schools
- Guidelines for Student/Staff Sudden Death
- Hazardous Materials Incident Procedures
- Helping Children Cope with Disaster
- King County Department of Public Health Web site
- Managing the Psychological Aftermath of School Incidents Seminar
- Methicillin-Resistant Staphylococcus Aureus (MRSA) in Schools
- Pandemic Influenza Checklist
- Pandemic Influenza: Preparedness, Response, and Recovery: A Guide for Critical Infrastructure and Key Resources
- Parent-Student Reunification Procedures
- Planning for the Psychological Aftermath of School Tragedy
- Psychological First Aid For Schools
- Psychological First Aid for Students and Teachers: Listen, Protect, Connect—Model & Teach
- Residential Shelter-in-Place
- Responding and Recovering from an Active Shooter Incident that Turns Into a Hostage Situation
- Responding to Infectious Disease: Multiple Cases of Staph Infections in Rural School District
- Responding to Pandemic Flu in the Classroom Seminar
- Reunification for Parents video - Lincoln County School District
- Sample Lockdown Drill Checklist – Bergen County NJ Technical Schools
- Sample Log of Events and Responses
- Sample Site Status Report
- School Chemistry Lab Safety Guide
- School Violence Prevention and Intervention Checklist
- Shelter-in-Place Drill Checklist
- Shelter-in-Place video - Lincoln County School District
- Suggestions on Leading Class Discussions after a Death
- The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States
- The Issue of Staff Grief
- Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates

## Unit 1. Course Overview and Introduction

### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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#### Developing Plans and Procedures (Continued)

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- Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers
- Tornado Procedures
- Understanding School Violence: Fact Sheet
- When to Refer a Child to Mental Health Professionals: Preschool and Elementary School Students

#### Conducting Training and Exercises

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- Active Shooter Scenario
- Addressing Cyberbullying Seminar
- After-Action Reports: Capturing Lessons Learned and Identifying Areas for Improvement
- District-Wide Emergency Drill Site Observer Checklist
- Drill Evaluation Form – Lincoln County Schools
- Earthquake Scenario
- Emergency Drill Evaluator Checklist
- Emergency Drill Planning Checklist
- Evacuating the School Bus Seminar
- Fire and Explosion Scenario
- Hazardous Materials Scenario
- Homeland Security Exercise and Evaluation Program (HSEEP)
- Hostage Scenario
- IS-100.SCA: Introduction to the Incident Command System, ICS-100, for Schools
- IS-317: Introduction to CERT
- IS-120: An introduction to Exercises
- IS-130: Exercise Evaluation and Improvement Planning
- IS-139: Exercise Design
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
- IS-700: National Incident Management System (NIMS), An Introduction
- IS-907: Active Shooter: What You Can Do
- La Costa Canyon High School After Action Report Lockdown Drill
- Lincoln County School District Emergency Procedures On Video
- Lockdown Drill Checklist – Bergen County NJ Technical Schools
- Managing the Psychological Aftermath of School Incidents Seminar
- Master of Disaster
- Planning and Conducting a Functional Exercise
- PREPARE: School Crisis Prevention and Intervention Training Curriculum
- Responding to Pandemic Flu in the Classroom Seminar
- School Tabletops, Drills and Exercises
- Shelter-in-Place Drill Checklist
- Staff Development Checklist
- Staff Skills Survey Form
- The School Nurse's Role in Incidents Seminar
- Understanding and Planning for School Bomb Incidents (UPSBI) Course Description

## Unit 1. Course Overview and Introduction

### COURSE MATERIALS

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#### Visual 1.7 (Continued)

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##### Sharing Information

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- Addressing Cyberbullying Seminar
- Addressing Emergencies on Campus
- Discussion of FERPA in preamble to final rule
- Evacuating the School Bus Seminar
- Family Educational Rights and Privacy Act (FERPA) Regulations
- Family Reunification Video for Parents – Lincoln County School District
- Frequently Asked Questions About FERPA
- Health Information Privacy
- Interview Tips
- IS-29: Public Information Officer Awareness
- Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records
- Managing Media Staging Areas
- Managing the Psychological Aftermath of School Incidents Seminar
- Public Information Release Form
- Responding to Pandemic Flu in the Classroom Seminar
- Responsible Media Coverage of Crisis Events Impacting Children
- Sample Emergency Drill Letter for Parents
- Sample Pre-Incident Parent-Guardian Letter
- Sample Statements to the Media
- Suggestions for Dealing with the Media
- The School Nurse’s Role in Incidents Seminar
- U.S. Department of Education Family Policy Compliance Office

##### Web Resources

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- American Clearinghouse for Educational Facilities
- Community Emergency Response Team (CERT)
- Department of Education
- Environmental Protection Agency HealthySEAT
- Federal Emergency Management Agency (FEMA)
- FEMA Emergency Management Institute
- <http://Flu.gov>
- Guides for Developing Emergency Operations Plans
- Homeland Security Exercise and Evaluation Program
- Natural Hazards Center
- NIMS Resource Center
- <http://Ready.Gov>


**TEAM-BASED PLANNING**

**Visual 1.8**

**Team-Based Planning**

- **School preparedness requires a team-based approach.**
- **Successful teams include members with diverse expertise.**



 **FEMA** Visual 1.8  
Multihazard Emergency Planning for Schools (G364)

**Key Points**

This course follows a team-based approach to emergency planning.

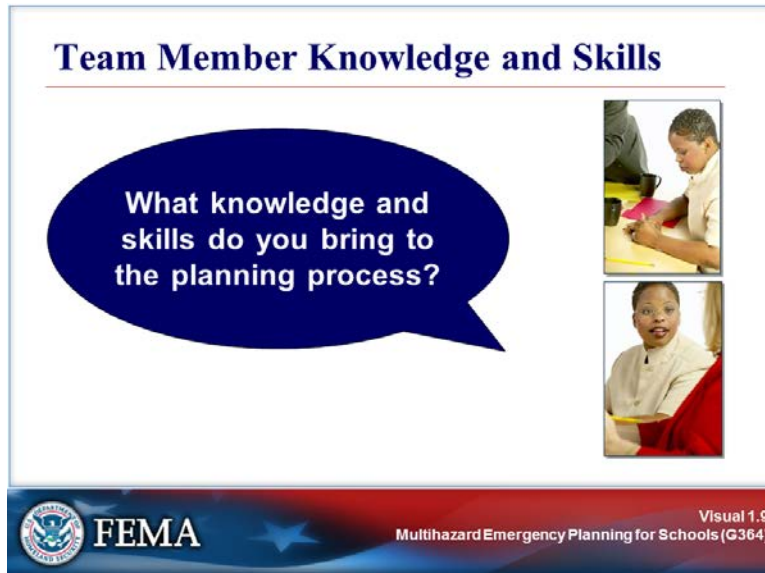
School preparedness requires a team-based approach, and successful planning teams include members with diverse expertise.

A team-based approach can help:

- Establish common goals and objectives for the planning process.
- Draw upon the varied skills and expertise of team members.
- Keep all stakeholders involved in the planning process and informed of procedures and key decisions.
- Encourage collaboration and coordination between team members and community stakeholders.

**TEAM MEMBER KNOWLEDGE AND SKILLS**

**Visual 1.9**



**Key Points**

**Discussion Question: What knowledge and skills do you bring to the planning process?**

Your Notes:

### PRE-COURSE EXAM

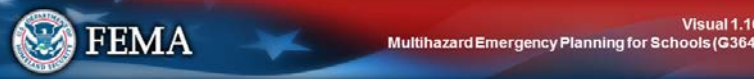
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#### Visual 1.10

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### Pre-Course Exam

- Consists of 10 questions.
- Is completed individually and scored by the instructor.
- Allows for feedback on learning and improvement of the course.
- Completion time: 15 minutes



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#### Key Points

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**Purpose:** This exam assesses how well the course enables you to achieve the learning objectives, by comparing the results with those of the final exam near the end of the course.

**Instructions:** This exam is intended to evaluate the course materials by measuring how well they prepare you to achieve the learning objectives. Your performance is evaluated during completion of the exercises and discussion throughout the course.

1. Review the exam instructions and record your name on the first and last pages.
2. Read each exam item and record the best answer on the answer sheet provided.
3. You will have 15 minutes to complete the exam and turn it in to the instructor.

Your Notes: