
UNIT 8. COURSE SUMMARY

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UNIT INTRODUCTION

Visual 8.1



Key Points

This unit includes a summary of the course content, a discussion of next steps, and the final exam, and offers you an opportunity to ask any remaining questions.

UNIT INTRODUCTION

Visual 8.2

Course Goal

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



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Multihazard Emergency Planning for Schools (G364)

Key Points

The goal of this course was to provide you with the knowledge, skills, and tools needed to review, enhance, and sustain an all-hazards school emergency operations plan (EOP).

COURSE REVIEW

Visual 8.3

Course Review (1 of 4)

Do you now:

- Know the role of the school EOP before, during, and after an incident?
- Understand the importance of involving representatives of the whole community in the school planning process?



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Visual 8.3
Multihazard Emergency Planning for Schools (G364)

Key Points

COURSE REVIEW

Visual 8.4

Course Review (2 of 4)

Do you now:

- Know how to identify threats and hazards?
- Understand how to plan and conduct assessments?
- Know how to address vulnerabilities and reduce risks based on the results of your assessments?



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Visual 8.4
Multihazard Emergency Planning for Schools (G364)

Key Points

COURSE REVIEW

Visual 8.5

Course Review (3 of 4)

Do you now:

- Know the components of your school EOP?
- Understand the types of response and recovery procedures that should be included in functional annexes?
- Know the threat/hazard-specific annexes that should be included in your school EOP?



The diagram consists of three gray rectangular boxes arranged in a descending staircase pattern from top-left to bottom-right. The top box is labeled 'Basic Plan', the middle box is labeled 'Functional Annexes', and the bottom box is labeled 'Threat & Hazard Annexes'.

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Visual 8.5
Multihazard Emergency Planning for Schools (G364)

Key Points

Your Notes:

COURSE REVIEW

Visual 8.6

Course Review (4 of 4)

Do you now:

- Know the importance and benefits of training and exercising?
- Understand how to develop an action plan for sustainability?



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Key Points

NEXT STEPS

Visual 8.7

Next Steps

Now, your school should plan to:

- Continue updates to the EOP.
- Conduct training on procedures.
- Conduct exercises using your EOP.

How will you sustain school preparedness efforts?

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Visual 8.7
Multihazard Emergency Planning for Schools (G364)

The image is a slide titled 'Next Steps' with a red underline. It lists three bullet points: 'Continue updates to the EOP.', 'Conduct training on procedures.', and 'Conduct exercises using your EOP.'. Below the list is a blue speech bubble containing the text 'How will you sustain school preparedness efforts?'. At the bottom left is the FEMA logo, and at the bottom right is the text 'Visual 8.7 Multihazard Emergency Planning for Schools (G364)'.

Key Points

After completing this course, your school should plan to continue the process by:

- Continuing to make updates to the school EOP, using notes from the EOP and Action Item Worksheet.
- Planning and conducting training for school staff and students on EOP procedures.
- Planning and conducting exercises using your school EOP.

NEXT STEPS

Visual 8.8

Sustaining School Preparedness

- Engage community stakeholders in the process.
- Ask community stakeholders to commit resources.
- Capture lessons learned and implement corrective actions.



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Visual 8.8
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Key Points

All schools will agree that the school EOP is important to the well-being and safety of students and staff. But it takes more than an agreement to ensure school preparedness. It also requires sustainment activities such as:

- Continually engaging all community stakeholders (including students, parents, school board, responders, fire, law enforcement, and local emergency management) in the planning and exercise process.
- Asking community stakeholders to commit resources to development, training, and maintenance activities.
- Capturing lessons learned and implementing corrective actions.

Additional factors may include the following:

- **Commitment** on the part of local government officials, school administrators, staff, parents/guardians, and others. Not surprisingly, schools with commitments from the school board and staff/faculty are more likely to have sustainable school EOPs.
- **Access to resources** can be the difference between success and failure. Resources offer schools the chance to implement preparedness efforts, while lack of resources including personnel, money, materials, and technology can deter forward progress. In addition, the costs of protection and mitigation measures can be a fraction of the costs of recovering after an incident. Local government officials and school boards need to allocate necessary resources in addition to committing to the school EOP.

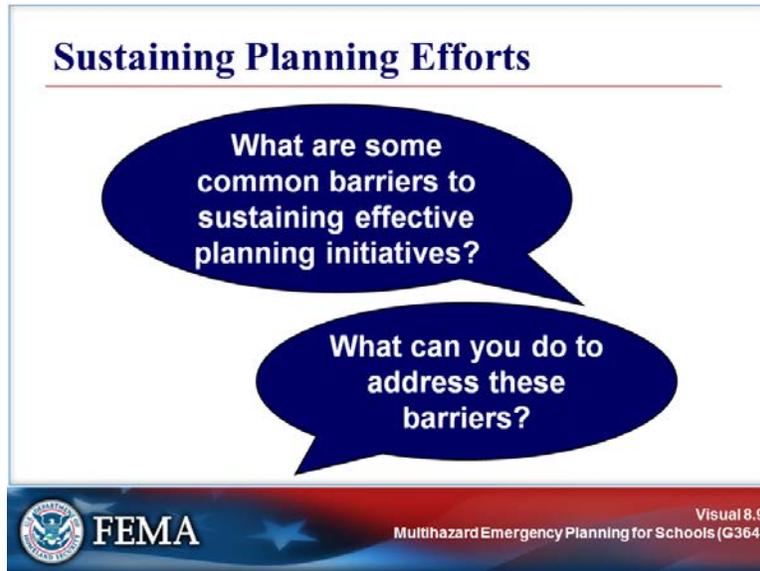
NEXT STEPS

Visual 8.8 (Continued)

- The **amount of time allocated** for preparedness efforts is also a key factor. The school EOP is a living document and will need to be reviewed at least once a year, updated as conditions or threats/hazards change, and exercised frequently. Sustainability efforts will be more successful when: 1) participation is required, 2) school personnel perceive the efforts are effective and useful, and 3) staff have the chance to evaluate training and exercises.
- **Parental involvement** is often overlooked; however, parents and guardians are among the school's key stakeholders. Schools can integrate parents/guardians into preparedness efforts by recruiting them as volunteers, involving them in training and exercising, and communicating with them frequently about school procedures, relocation centers, and drills. Outreach tools may include paper or online newsletters, parent-teacher conferences, and open house activities.
- **Student involvement** can also help sustain school preparedness. In addition to participating in school-led training and exercising, students may address emergency preparedness as part of clubs or other extracurricular activities.

NEXT STEPS

Visual 8.9



Key Points

Your Notes:

NEXT STEPS

Visual 8.10

Motivating Stakeholders

- Discuss how high-probability, high-consequence threats/hazards are likely to adversely affect the safety of students and staff.
- Present successes, lessons learned, and suggested improvements.
- Publicly acknowledge contributions and commitments.



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Key Points

Motivating and planning are key elements of a sustainment plan. When motivating key school stakeholders:

- Discuss how high-probability, high-consequence hazards are likely to adversely affect the safety of students and staff. Point out the school's responsibility to students and staff in providing a safe learning environment. Also, think of the legal consequences of neglecting the school EOP.
- Present successes, lessons learned, and suggested improvements.
- Publicly acknowledge contributions and commitments of staff, families, and the community.

NEXT STEPS

Visual 8.11

Sharing School EOP Information

- **Conduct briefings or seminars.**
- **Conduct orientation meetings.**
- **Send information home with students.**
- **Post publicly viewable information on your Web site.**



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Key Points

Emergency preparedness is a community endeavor. Consider sharing information about your school EOP with a variety of community stakeholders, which may include faculty, staff, students and their households, members of the community, and the media.

For security reasons, the full details of the school EOP are typically not made public. However, all stakeholders should know that a complete school EOP exists and should become familiar with any part of it that involves their participation. Ensure that the current version of the school EOP is what is shared.

There are many simple ways to communicate school EOP elements, including:

- Conducting briefings or seminars.
- Conducting orientation meetings.
- Sending information home with students.
- Posting publicly viewable information on your Web site.

Topic-specific briefings or seminars are a way to inform students, staff, or other community stakeholders. Short (10- to 15-minute) presentations can help educate, examine critical issues, address questions, and provide information on school policy and procedures.

FINAL EXAM

Visual 8.12

Final Exam

- Consists of 10 questions with a passing score of 70%.
- Is completed individually and scored by the instructor.
- Assesses how well the course enabled you to achieve the learning objectives.
- Completion time: 15 minutes



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Key Points

Purpose: The purpose of the final exam is to assess how well the course enabled you to achieve the learning objectives.

Instructions: The purpose of taking the exam is to measure how well the course promoted learning and enabled you to achieve the learning objectives.

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:

FEEDBACK AND ADJOURNMENT

Visual 8.13

Feedback

Did this course meet your expectations?

Please complete the course evaluation form.

Your comments help us improve the course.



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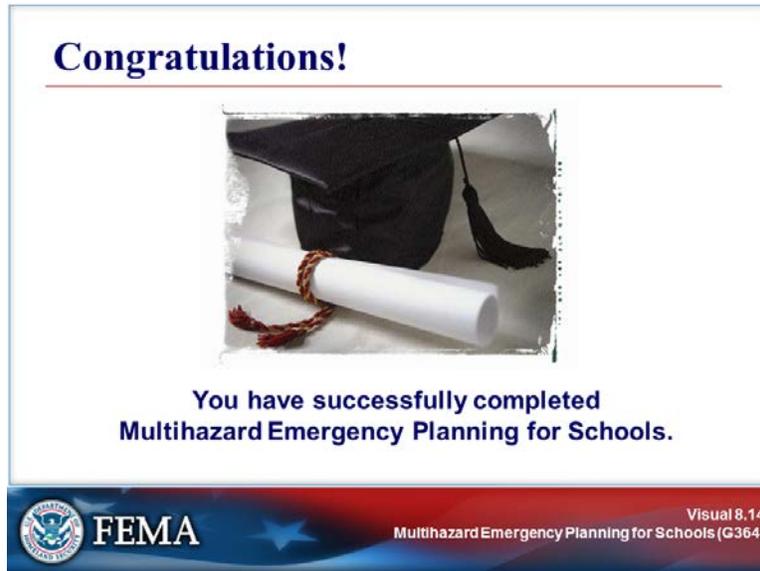
Visual 8.13
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Key Points

Feedback is valuable when updating and/or revising this course. Please take the time to complete the course evaluation form.

FEEDBACK AND ADJOURNMENT

Visual 8.14



Key Points