



Multihazard Emergency Planning for Schools Field-Delivered

G364

Student Manual

November 2013



FEMA

**MULTIHAZARD EMERGENCY PLANNING FOR SCHOOLS
FIELD-DELIVERED (G364)
STUDENT MANUAL
NOVEMBER 2013**

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COURSE OVERVIEW**Course Description**

This course provides schools with the knowledge, skills, and tools needed to develop or update an all-threats/hazards school emergency operations plan (EOP) and to identify how to train and exercise the school EOP.

This course follows the guidance set forth in FEMA Comprehensive Preparedness Guide (CPG) 101 for developing an emergency operations plan and explains how to engage the whole community—including parents/guardians and outside agencies such as law enforcement, fire, and emergency management—in school preparedness and planning.

During this training, participants will have an opportunity to:

- Review the school EOP to determine areas for improvement, make changes and updates, and identify how to train and exercise.
- Build partnerships and develop positive working relationships among first responders and school staff.

In an optional exercise day, participants will have an opportunity to conduct and design a tabletop exercise using Homeland Security Exercise and Evaluation Program (HSEEP) guidelines.

Course Objectives

Unit titles and objectives are listed in the following table.

Unit	Unit Objectives
Unit 1: Course Overview and Introduction	<ul style="list-style-type: none">• Describe the course goal and objectives.• Describe the benefits of team-based planning.
Unit 2: Getting Ready for Planning	<ul style="list-style-type: none">• Describe the critical reasons for emergency planning in schools.• Describe how the school EOP fits into the district and community EOPs.• Identify who should participate in the school emergency planning process.• Determine who should be on the planning team.
Unit 3: Understanding the Situation	<ul style="list-style-type: none">• Identify natural, technological, and human-caused hazards likely to impact the school.• Describe the process used to conduct assessments.• Identify protection and mitigation measures to address security vulnerabilities.

Course Objectives (Continued)

Unit	Unit Objectives
Unit 4: Developing the School Emergency Operations Plan	<ul style="list-style-type: none">• Determine goals for the school EOP based on identified threats and hazards.• Review, develop, and enhance the basic plan components of the school EOP.• Identify the steps to review, approve, and disseminate the school EOP.
Unit 5: Developing Procedures and Functional Annexes	<ul style="list-style-type: none">• Identify items to include in functional annexes.• Identify the types of response, recovery, and other procedures to include in the school EOP.• Develop or update functional annexes in the school EOP.
Unit 6: Developing Threat/Hazard-Specific Annexes	<ul style="list-style-type: none">• State the elements included in threat/hazard-specific annexes.• Develop or update threat/hazard-specific annexes in the school EOP.
Unit 7: Training and Exercising the School Emergency Operations Plan	<ul style="list-style-type: none">• Explain the benefits of training and exercising the school EOP.• Identify the types of exercises available to exercise the school plan.• Describe steps for developing effective exercises.• Describe how exercise results are used to improve school preparedness efforts.
Unit 8: Course Summary	<ul style="list-style-type: none">• Implement course goals and objectives to develop and revise the school EOP.

GLOSSARY

(Note: Sources indicated at the end of each definition are listed at the end of the glossary.)

Active Shooter: An individual actively engaged in killing or attempting to kill people in a confined space or other populated area, most often using firearms and following no pattern or method in the selection of victims. (FEMA IS-907)

Actor: Volunteer who simulates a specific role, such as a disaster casualty victim, in order to add realism to an exercise. (HSEEP)

After-Action Report (AAR): Report that summarizes key exercise-related evaluation information, including the exercise overview and analysis of objectives and core capabilities. (HSEEP)

All-Hazards: A grouping classification encompassing all conditions, environmental or human-caused, 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. (NPG)

All-Hazards Preparedness Planning: 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, including natural and technological hazards. (NPG)

Basic Plan:

- The basic plan provides an overview of the jurisdiction's preparedness and response strategies. It describes expected hazards, outlines agency roles and responsibilities, and explains how the jurisdiction keeps the plan current. (CPG 101)
- The basic plan section of the school EOP provides an overview of the school's approach to emergency operations. (Guide for Developing High-Quality School Emergency Operations Plans)

Biological Hazards: Include infectious diseases such as pandemic influenza, XDR tuberculosis, methicillin-resistant *Staphylococcus aureus* (MRSA), or meningitis infections. They also include contaminated food problems including salmonella, botulism, and *E. coli*. (A Guide to School Vulnerability Assessments)

Capabilities: The means to accomplish a mission, function, or objective based on the performance of related tasks, under specified conditions, to target levels of performance. (NPS)

Capacity Assessment: The planning team needs to know what resources will be at their disposal. A capacity assessment examines the capabilities of students and staff as well as the services and material resources of community partners. This assessment is used to identify people in the building with applicable skills (e.g., first aid certification, search and rescue training). Equipment, supplies, and go-kits should be inventoried. (Guide for Developing High-Quality School Emergency Operations Plans)

Consequence: An effect of an incident or occurrence. (CPG 101)

Course of Action: An action that address the what, who, when, where, why, and how for each threat, hazard, and function. The planning team examines each course of action to determine whether it is feasible and whether the stakeholders necessary to implement find it acceptable. (Guide for Developing High-Quality School Emergency Operations Plans)

Culture and Climate Assessment: In schools with positive climates, students are more likely to feel connected to adults and their peers. This climate fosters a more nurturing environment where students are more likely to succeed, feel safe, and report threats. A school culture and climate assessment evaluates student and staff connectedness to the school and problem behavior. For example, this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program. (Guide for Developing High-Quality School Emergency Operations Plans)

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. (HSEEP)

Emergency Operations Plan (EOP):

- An ongoing plan for responding to a wide variety of potential threats and hazards. (NIMS)
- The ongoing plan maintained by various jurisdictional levels for responding to a wide variety of potential hazards. It describes how people and property will be protected; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available; and outlines how all actions will be coordinated. (CPG 101)

Evaluator: Individual who passively assesses and documents players' performance against established emergency plans and exercise evaluation criteria, in accordance with HSEEP standards and without interfering with exercise flow. (HSEEP)

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection, mitigation, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement. (HSEEP)

Full-Scale Exercise: Typically the most complex and resource-intensive type of exercise. Full-scale exercises involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. They often include many players operating under cooperative systems such as the Incident Command System or Unified Command. (HSEEP)

Functional Annex:

- The functional annexes are individual chapters that focus on missions (e.g., communications, damage assessment). These annexes describe the actions, roles, and responsibilities of participating organizations. Functional annexes discuss how the jurisdiction manages the function before, during, and after the emergency, and they identify the agencies that implement that function. However, each functional annex addresses only general strategies used for any emergency. (CPG 101)
- The functional annex section [of the school EOP] details the goals, objectives, and courses of action of functions (e.g., evacuation, communications, recovery) that apply across multiple threats or hazards. Functional annexes discuss how the school manages a function before, during, and after an emergency. (Guide for Developing High-Quality School Emergency Operations Plans)

Functional Exercise: Type of exercise designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. Functional exercises are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions. In functional exercises, events are projected through an exercise scenario, with event updates that drive activity at the management level. A functional exercise is conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated. (HSEEP)

Goals: Broad, general statements that indicate the desired outcome in response to the threat, hazard, or vulnerability. The goals represent what personnel and other resources are supposed to achieve. (Guide for Developing High-Quality School Emergency Operations Plans)

Hazard:

- Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome. (NIPP, NIMS)
- Natural or human-caused source or cause of harm or difficulty. (DHS Risk Lexicon)

Homeland Security Exercise and Evaluation Program (HSEEP): A program that provides a set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning. (HSEEP)

Hot Wash: A facilitated discussion held immediately after an exercise among exercise players. It captures feedback about any issues, concerns, or proposed improvements players may have about the exercise. The hot wash is an opportunity for players to voice their opinions on the exercise and their own performance. (HSEEP)

Incident: An occurrence, caused by either human action or natural phenomena, which may cause harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, wild and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response. (NIPP, DHS Risk Lexicon)

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations. (NIMS)

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity. (NIMS)

Mitigation: The capabilities necessary to reduce loss of life and property by lessening the impact of disasters. (NPG)

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. (NIMS)

National Preparedness: The actions taken to plan, organize, equip, train, and exercise to build and sustain the capabilities necessary to prevent, protect against, mitigate the effects of, respond to, and recover from those threats that pose the greatest risk to the security of the Nation. (NPG)

Natural Hazards: Natural events that threaten lives, property, and other assets. Often, natural hazards can be predicted. They tend to occur repeatedly in the same geographical locations because they are related to weather patterns or physical characteristics of an area. (FEMA: Are You Ready?)

Nonstructural Mitigation: Measures that seek or serve to reduce the likelihood or consequence of risk through modifications in human action, human behavior, or natural processes. (Comparative Emergency Management)

Objectives: More specific and identifiable actions than goals. Objectives lead to achieving goals and determining the actions that must be accomplished. Translating objectives into activities, implementing procedures, or operating procedures is part of planning. (Guide for Developing High-Quality School Emergency Operations Plans)

Objectives (exercise): Distinct outcomes an organization wishes to achieve during an individual exercise. Objectives should reflect the exercise sponsor's specific needs, environment, plans, and procedures, while providing a framework for scenario development and a basis for evaluation. Objectives can be based on outcomes from a Threat and Hazard Identification and Risk Assessment (THIRA), from Homeland Security Strategies, and from other preparedness documents. Planners should create objectives that are specific, measurable, achievable, relevant, and time-bound (SMART) and should limit the number of exercise objectives to enable timely exercise conduct, facilitate reasonable scenario design, and support successful evaluation. (HSEEP)

Player: Individual who performs an active role in preventing, responding to, or recovering from the risks and hazards presented in the scenario, by either discussing or performing their regular roles and responsibilities. Players initiate actions that will respond to and/or mitigate the simulated emergency. (HSEEP)

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats. (NPG)

Protection: The capabilities necessary to secure the homeland against acts of terrorism and human-caused or natural disasters. (NPG)

Psychological First Aid: An evidence-informed modular approach to help children, adolescents, adults, and families in the immediate aftermath of disaster and terrorism. Psychological first aid is designed to reduce the initial distress caused by traumatic events and to foster short- and long-term adaptive functioning and coping. (NTCSN)

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected). (NIMS)

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively. (NPG)

Resources: Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an Emergency Operations Center. (NIMS)

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred. (NPG)

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences. (NIPP, DHS Risk Lexicon)

Risk Assessment: A product or process which collects information and assigns values to risks for the purpose of informing priorities, developing or comparing courses of action, and informing decision making. (DHS Risk Lexicon)

School Behavioral Threat Assessment: Assessment that analyzes student communication and behaviors to determine whether or not a student poses a risk to himself or herself or others. These assessments are often conducted by multidisciplinary threat assessment teams. (Guide for Developing High-Quality School Emergency Operations Plans)

Security: The protection of the Nation and its people, vital interests, and way of life. (NPG, PPD-8)

Seminar: Type of exercise generally used to orient participants to, or provide an overview of, authorities, strategies, plans, policies, procedures, protocols, resources, concepts, and ideas. As a discussion-based exercise, a seminar can be valuable for an entity that is developing or making major changes to existing plans or procedures. Seminars can be similarly helpful when attempting to gain awareness of, or assess, the capabilities of interagency or interjurisdictional operations. (HSEEP)

Site Assessment: Assessment that examines the safety and emergency preparedness of the school. This assessment includes but is not limited to a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, and emergency vehicle access. (Guide for Developing High-Quality School Emergency Operations Plans)

Structural Mitigation: Those measures that involve or dictate the necessity for some form of construction, engineering, or other mechanical changes or improvements aimed at reducing hazard risk likelihood or consequence. (Comparative Emergency Management)

Tabletop Exercise: An exercise that is typically held in an informal setting intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident. Generally, tabletop exercises are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in attitudes. (HSEEP)

Technological Hazards: Hazards/threats that involve materials created by man and that pose a unique hazard to the general public and environment. Consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard (e.g., flood, storm), or are caused intentionally. (CPG 101)

Threat: A natural or human-caused occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property. (NIPP, DHS Risk Lexicon)

Threat- or Hazard-Specific Annex:

- The hazard-, threat-, or incident-specific annexes describe the policies, situation, CONOPS, and responsibilities for particular hazards, threats, or incidents. They explain the procedures that are unique to that annex for a hazard type. (CPG 101)
- The threat- and hazard-specific annexes section [of the school EOP] specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, active shooter). Threat- and hazard-specific annexes discuss how the school manages a function before, during, and after an emergency. (Guide for Developing High-Quality School Emergency Operations Plans)

Vulnerability:

- A physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard. (NIPP, DHS Risk Lexicon)
- Characteristics of the school that could make it more susceptible to the identified threats and hazards. (Guide for Developing High-Quality School Emergency Operations Plans)

Whole Community: A focus on enabling the participation in national preparedness activities of a wider range of players from the private and nonprofit sectors, including nongovernmental organizations and the general public, in conjunction with the participation of Federal, State, and local governmental partners in order to foster better coordination and working relationships. (NPG)

Workshop: Similar to a seminar, a workshop differs in two important aspects: participant interaction is increased, and the focus is placed on achieving or building a product. Effective workshops entail the broadest attendance by relevant stakeholders. Products produced from a workshop can include new standard operating procedures, emergency operations plans, continuity of operations plans, and mutual aid agreements. To be effective, workshops should focus on a specific issue, and the desired objective, product, or goal must be clearly defined. (HSEEP)

Sources

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- Department of Homeland Security. *Homeland Security Exercise and Evaluation Program (HSEEP)*. April 2013.
- Department of Homeland Security. *National Infrastructure Protection Plan (NIPP)*. 2009.
- Department of Homeland Security. *National Preparedness Goal (NPG)*. September 2011.
- Federal Emergency Management Agency. *Are You Ready? An In-Depth Guide to Citizen Preparedness*. August 2004.
- Federal Emergency Management Agency. *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from Around the World*.
- Federal Emergency Management Agency. *Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101*. Version 2.0. November 2010.
- Federal Emergency Management Agency. *IS-907: Active Shooter – What You Can Do*.
- Federal Emergency Management Agency. *National Incident Management System (NIMS)*. November 2008.

Sources (Continued)

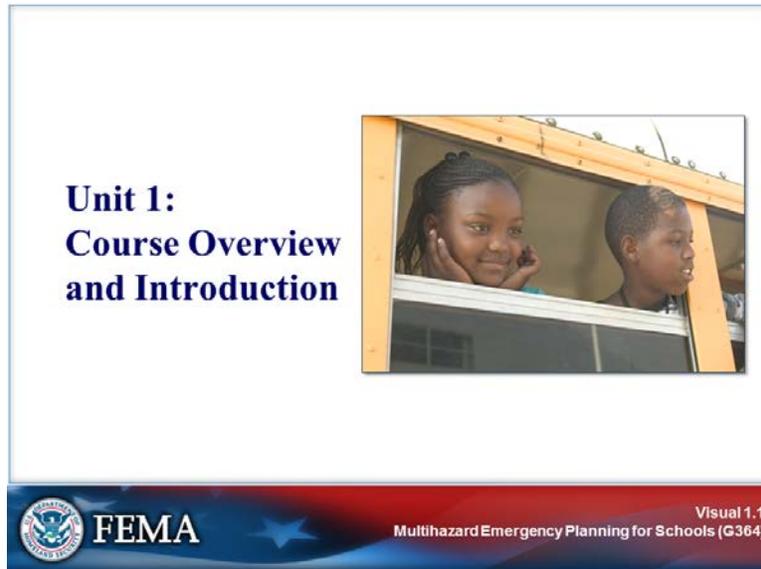
- Federal Emergency Management Agency. *National Preparedness System (NPS)*. November 2011.
- National Child Traumatic Stress Network (NCTSN). *Psychological First Aid, Field Operations Guide*. Second Edition. 2006.
- The White House. *Presidential Policy Directive 8 (PPD-8): National Preparedness*. March 2011.
- U.S. Department of Education. *Guide for Developing High-Quality School Emergency Operations Plans*. June 2013.
- U.S. Department of Education. *A Guide to School Vulnerability Assessments*. 2008.

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.



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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:

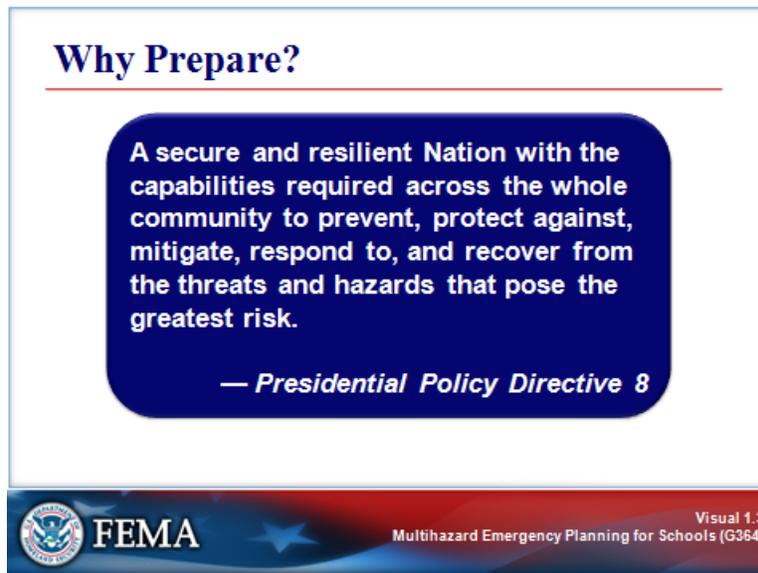
Working in your team, prepare a brief, 5-minute team introduction.

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

Visual 1.3



Key Points

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

Visual 1.4

Course Goal

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

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Visual 1.4
Multihazard Emergency Planning for Schools (G364)

Key Points

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

Visual 1.4 (Continued)

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

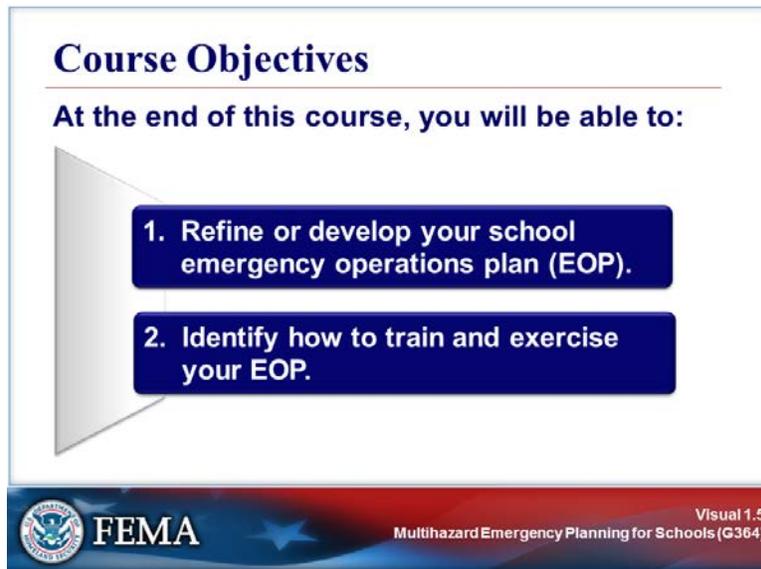
Whole Community Approach

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

Visual 1.5



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.

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Visual 1.5
Multihazard Emergency Planning for Schools (G364)

Key Points

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	

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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

Visual 1.6 (Continued)

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.

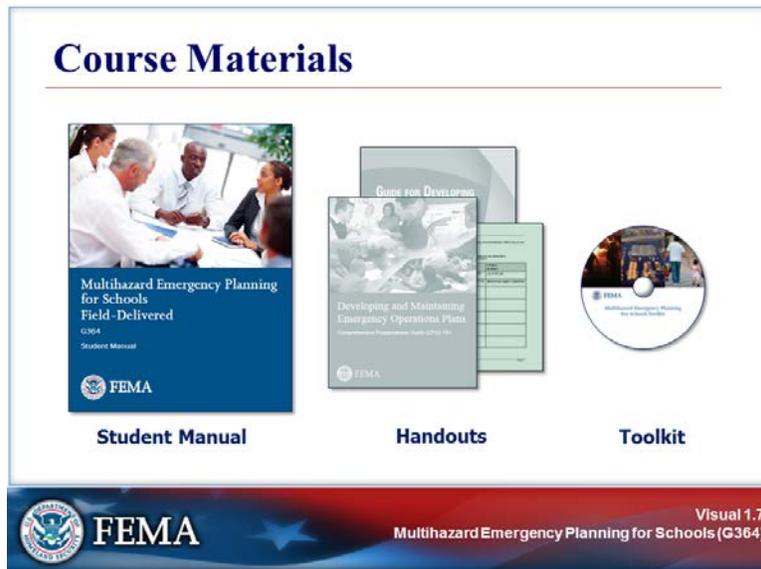
Day 3 (Optional):

- 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

Visual 1.7 (Continued)

Contents of the Toolkit

Course Materials and Resources

- 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

- 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

Visual 1.7 (Continued)

Getting Ready for Planning (Continued)

- 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

- 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

Visual 1.7 (Continued)

Assessing Threats and Hazards (Continued)

- 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

- 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

- 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

Visual 1.7 (Continued)

Developing Plans and Procedures (Continued)

- 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

Visual 1.7 (Continued)

Developing Plans and Procedures (Continued)

- 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

- 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

Visual 1.7 (Continued)

Sharing Information

- 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

- 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.

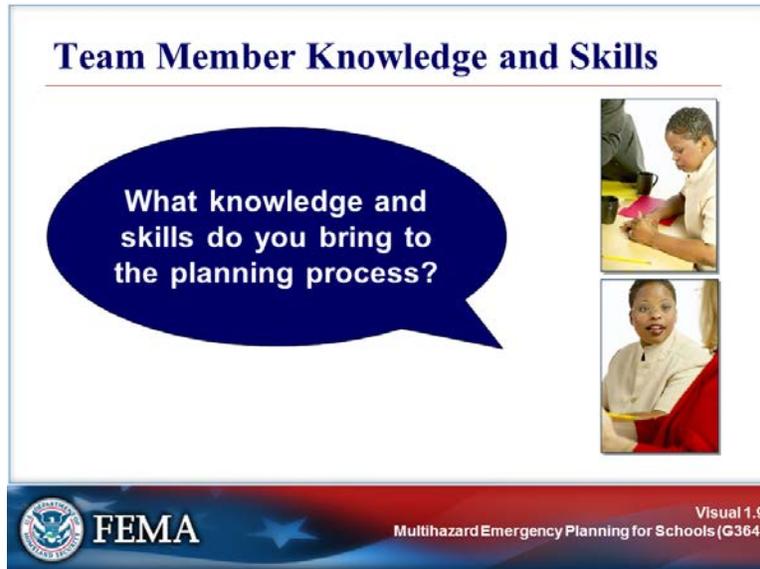
School preparedness requires a team-based approach, and successful planning teams include members with diverse expertise.

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

Visual 1.10

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



Key Points

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.

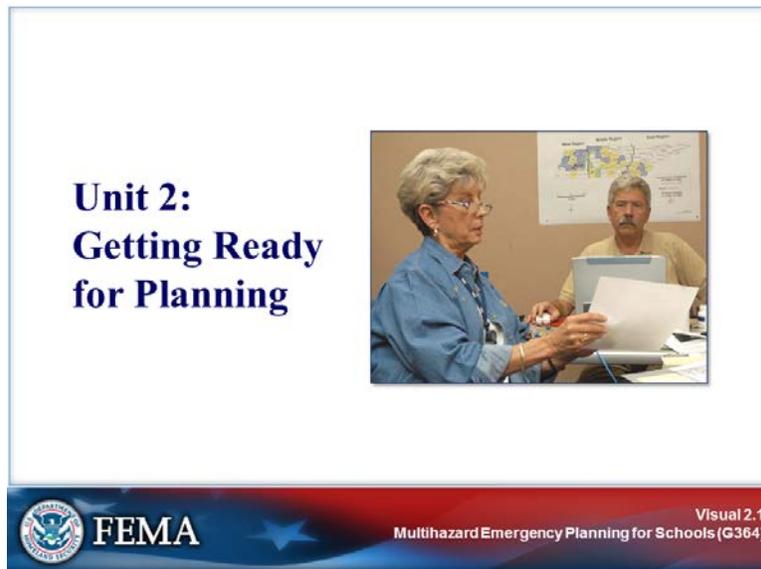
Your Notes:

UNIT 2. GETTING READY FOR PLANNING

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UNIT INTRODUCTION

Visual 2.1



Key Points

This unit describes the importance and role of emergency operations plans (EOPs) in incident management, and presents an overview of incident management and the planning process as it applies to schools.

The planning process model introduced in this unit may assist you in identifying and addressing the issues you will face during your planning process.

Information presented in this unit can be used to develop a personal or family emergency plan. Having a personal or family emergency plan in place enables school personnel to focus on the issues at hand during a school emergency.

UNIT INTRODUCTION

Visual 2.1 (Continued)

Definitions

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Threat: Natural, technological, or human-caused occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: A physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard.

UNIT INTRODUCTION

Visual 2.2

Unit Objectives

- Describe the critical reasons for emergency planning in schools.
- Describe how the school EOP fits into the district and community EOPs.
- Identify who should participate in the school emergency planning process.
- Determine who should be on the planning team.



The slide footer features the FEMA logo on the left, a blue star in the center, and the text 'Visual 2.2 Multihazard Emergency Planning for Schools (G364)' on the right.

Key Points

The unit objectives are to enable you to:

- Describe the critical reasons for emergency planning in schools.
- Describe how the school emergency operations plan (EOP) fits into the district and community EOPs.
- Identify who should participate in the school emergency planning process.
- Determine who should be on the planning team.

Different terminology may be used to refer to a school's emergency operations plan (e.g., crisis plan, emergency response plan, safety plan, etc.). This course uses the terminology set forth in the FEMA Comprehensive Preparedness Guide, CPG 101.



The Course Toolkit contains additional materials and resources that can help with emergency planning. Examples include glossary, acronym list, job aids, references, and Web resources.

See the **Course Materials and Resources** section of the Course Toolkit for an electronic version of the CPG 101.

PLANNING OVERVIEW

Visual 2.3

Reasons for Emergency Planning

- Schools have a legal and moral responsibility to protect students, faculty, and staff.
- For most emergencies, school faculty and staff will be the initial responders.
- Effective planning can improve a school's ability to protect, mitigate, respond, and recover.

What are other reasons your school should plan for emergencies?

FEMA
Visual 2.3
Multihazard Emergency Planning for Schools (G364)

Key Points

Schools are supposed to be safe havens and schools have a duty to take care of their students. The reality is that most schools are very safe places—but when emergencies occur that threaten the safety of students, schools need to have a plan to respond.

Planning provides a methodical way to think through the entire lifecycle of a potential crisis, helps determine required response and recovery capabilities and resource gaps, and helps stakeholders learn and practice their roles. Schools must plan for emergencies because:

- Schools have a legal and moral responsibility to protect students, faculty, and staff.
- For most emergencies, school faculty and staff will be the initial responders.
- Effective planning along with effective training and exercises can improve a school's ability to protect from, mitigate, respond to, and recover from emergencies.

PLANNING OVERVIEW

Visual 2.4

Planning Principles

Planning:

- **Must be supported by leadership.**
- **Uses assessment information to customize plans.**
- **Considers all threats and hazards.**
- **Provides for the access and functional needs of the whole school community.**
- **Considers all settings and all times.**
- **Uses a collaborative process.**



FEMA

Visual 2.4
Multihazard Emergency Planning for Schools (G364)

Key Points

Some key planning principles for developing a comprehensive school EOP are:

- **Planning must be supported by leadership.** At the district and school levels, senior officials can help the planning process by demonstrating strong support for the planning team.
- **Planning uses assessment information to customize plans.** Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessments is used to customize plans to the building level, taking into consideration the school's unique circumstances, resources, and community partners.
- **Planning considers all threats and hazards.** The planning process must take into account a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during, and after an incident.
- **Planning provides for the access and functional needs of the whole school community.** School emergency management planning must address the needs of all students, staff, and visitors including those with disabilities and other access and functional needs.

PLANNING OVERVIEW

Visual 2.4 (Continued)

School EOPs must comply with the Americans with Disabilities Act, which requires that emergency policies be modified to enable individuals with disabilities and other access and functional needs to evacuate, use emergency transportation, stay in shelters, and participate in all emergency and disaster-related programs together with their service animals.

- **Planning considers all settings and all times.** School EOPs must account for incidents that may occur during and outside the school day, as well as at on- and off-campus events (e.g., sporting events, field trips, etc.).
- **Planning uses a collaborative process.** Using the planning process in this course will provide the school with a process, plan format, and content guidance that is flexible enough for all school planning teams.

PLANNING OVERVIEW

Visual 2.5

The Planning Process



- **Is collaborative.**
- **Engages the whole community.**
- **Aligns school plans with other plans.**
- **Can improve all aspects of emergency management.**

 **FEMA** Visual 2.5
Multihazard Emergency Planning for Schools (G364)

Key Points

Planning is a process. This process is as useful as the resulting product. The process:

- Helps build relationships.
- Enables the school to share information with the community.
- Provides the community an opportunity to share information with the school.

Effective planning:

- Begins by establishing a collaborative team.
- Includes steps to engage and take into account the whole community.
- Aligns school plans with other plans.
- Can improve all aspects of emergency management.

PLANNING OVERVIEW

Visual 2.6

A Continuous Process

Planning is a continuous process of:

- **Gathering and analyzing information.**
- **Conducting assessments.**
- **Developing measures and plans.**
- **Identifying resources.**
- **Training and exercising.**
- **Identifying lessons learned and making revisions.**



 **FEMA** Visual 2.6
Multihazard Emergency Planning for Schools (G364)

Key Points

Planning is a continuous process. The process involves partners who can perform many different planning functions before, during, and after an incident, including:

- Gathering and analyzing information.
- Conducting hazard, threat, and vulnerability assessments.
- Developing measures and plans to address hazards, threats, and vulnerabilities.
- Identifying potential resources to support planning efforts.
- Helping to train and exercise the plans.
- Identifying lessons learned and making revisions to the school EOP and procedures.

PLANNING OVERVIEW

Visual 2.7



Key Points

Before an incident you develop, train, and exercise plans and take protective actions to reduce threats, educate your community, and implement mitigation measures. Each of these actions increases your school's preparedness.

Protection includes capabilities to safeguard the school against natural, technological, or human-caused disasters. It is focused on actions to protect the students, staff, visitors, and property against the greatest risks in a manner that allows our school to thrive.

Mitigation includes capabilities to reduce loss of life and property by lessening the impact of disasters. It is focused on the premise that the school and community are made more resilient when the consequences and impacts, the duration, and the financial and human costs to respond to and recover from adverse incidents are all reduced.

(Adapted from the National Preparedness Goal)

There are real **benefits of being prepared**. Being prepared can reduce fear, anxiety, and losses of life and property that may accompany incidents. Communities, individuals/families, and schools should know what to do in the event of a fire, where to seek shelter during a tornado, or how to respond to a mass casualty incident.

PLANNING OVERVIEW

Visual 2.7 (Continued)

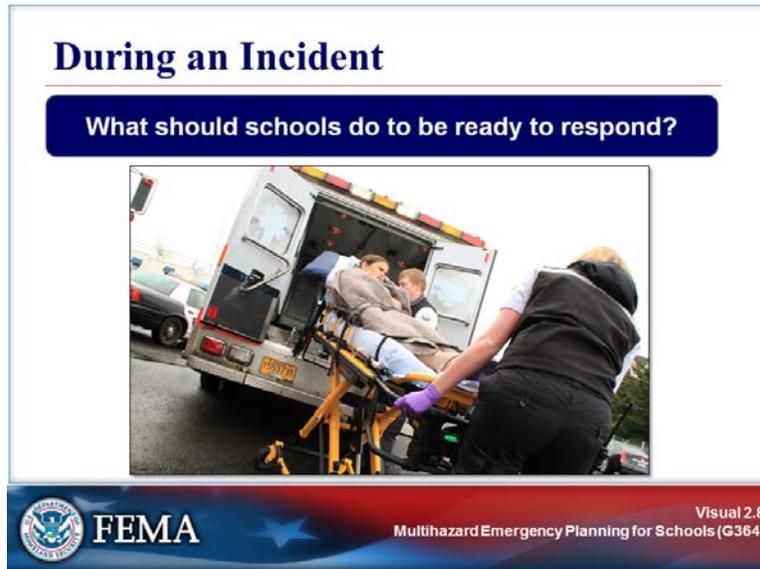
Protection and mitigation are important parts of preparedness and all-hazards planning. Schools need to develop flexible, scalable plans based on a set of common actions and associated decisions. While no school EOP can address every scenario or foresee every outcome, an effective all-hazards plan can promote understanding of the capabilities required for desirable outcomes and provide faculty and staff with options to achieve those outcomes.

Through a comprehensive planning process, community members can identify potential incidents, and as a result determine a common set of protection measures to possibly stop some events from occurring and mitigation measures to lessen the impact of an event that does occur.

Additional information on protection and mitigation activities is presented in Unit 3.

PLANNING OVERVIEW

Visual 2.8



Key Points

Response definition: Response includes those capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred. It is focused on ensuring that the school is able to effectively respond to any threat or hazard, including those with cascading effects, with an emphasis on saving and sustaining lives and stabilizing the incident, as well as rapidly meeting basic human needs, restoring basic services and community functionality, establishing a safe and secure environment, and supporting the transition to recovery.

(Adapted from the National Preparedness Goal)

Response. During an incident, the emphasis shifts to response activities, and life safety is a priority. As soon as life safety needs are addressed, the incident is stabilized, and the threat is neutralized, the initial recovery process begins. It is also critical to continue protection actions (e.g., avoid someone taking advantage of students while the attention is focused on response activities) for a related incident such as an after-shock or a new wave of severe weather.

Planning for response. During an incident is not the time to decide how you will respond. Developing thorough procedures and identifying appropriate response actions can enable you to respond quickly and effectively and reduce the physical, psychological, social, and economic effects of an incident.

PLANNING OVERVIEW

Visual 2.8 (Continued)

To help the school be ready to respond to an incident, the school EOP should include procedures or protocols that:

- Encourage personnel to communicate clearly.
- Implement practiced procedures and drills.
- Are based on the National Incident Management System (NIMS)/Incident Command System (ICS) best practices.
- Hold faculty and staff accountable for achieving desired outcomes.
- Empower faculty and staff with the authority, training, and resources to take appropriate action and make judgments.

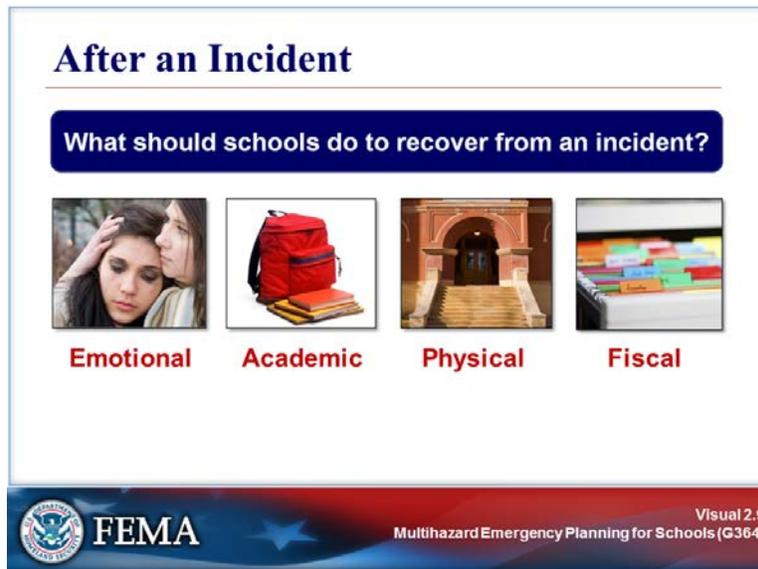
To help ensure that the response is scalable, adaptable, and flexible, you must:

- Coordinate with local fire, law enforcement, and emergency management partners.
- Conduct periodic training and exercises with staff, students, law enforcement, and emergency responders to test and improve procedures.
- Update your school EOP based on lessons learned.

Additional information on response activities is presented in Unit 5. Additional information on training and exercising is presented in Unit 7.

PLANNING OVERVIEW

Visual 2.9



Key Points

Recovery definition: Recovery includes those capabilities necessary to assist the school in recovering effectively from an incident. It is focused on a timely restoration, strengthening, and revitalization of the infrastructure, business, academic, and emotional fabric of the school affected by a catastrophic incident.

(Adapted from the National Preparedness Goal)

After an incident, recovery begins. The goal of recovery is to return to learning, resume community activity, establish a new normal, and restore the infrastructure. When planning for recovery from an incident, you need to consider both short-term and long-term needs, including:

- **Emotional.** What are the immediate crisis counseling needs? What are the potential long-term effects of the incident on students and staff? What followup interventions are available to students, staff, and first responders? How will anniversaries of events be commemorated?
- **Academic.** What can be done to maintain continuity of learning? How can preparedness be added to curriculum activities?

PLANNING OVERVIEW

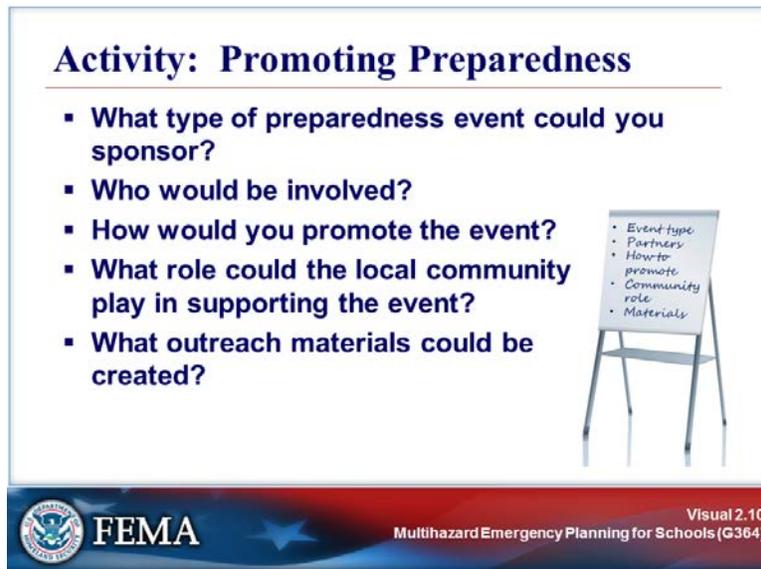
Visual 2.9 (Continued)

- **Physical.** What are the quick fixes to be made so the school can reopen safely? What are the priorities for more permanent rebuilding and mitigation efforts? Note: The reopening of school may be affected by the need to use schools as shelters. Schools should coordinate with community planners in advance of an incident to understand how shelter requirements may affect school reopening.
- **Fiscal.** What steps need to be taken to restore records and other administrative systems? What funding is allocated for recovery?

Longer-term recovery activities should take into account how best to incorporate protection and mitigation measures so that you are better prepared for future emergencies.

ACTIVITY: PROMOTING PREPAREDNESS

Visual 2.10



The slide features a title 'Activity: Promoting Preparedness' at the top. Below the title are five bullet points: 'What type of preparedness event could you sponsor?', 'Who would be involved?', 'How would you promote the event?', 'What role could the local community play in supporting the event?', and 'What outreach materials could be created?'. To the right of the text is a small graphic of a flip chart on a stand with a whiteboard that lists: 'Event type', 'Partners', 'How to promote', 'Community role', and 'Materials'. At the bottom left is the FEMA logo, and at the bottom right is the text 'Visual 2.10 Multihazard Emergency Planning for Schools (G364)'.

Key Points

Purpose: This activity allows you to share ideas for promoting preparedness in the school and community.

Instructions: Working as a team, discuss actions your school can take in order to promote preparedness at your school and in your community. Consider the following questions and record your responses on chart paper. Teams with more than one school should provide one consensus response for each question.

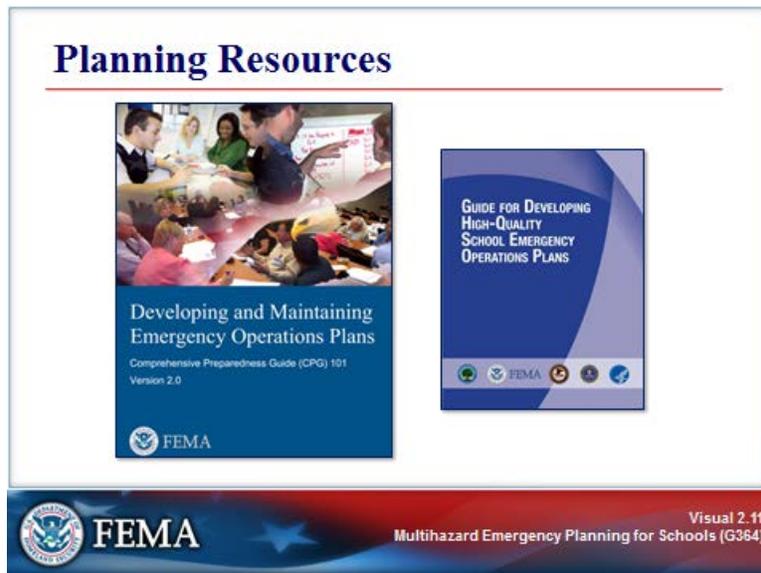
- What type of preparedness event could you sponsor?
- Who would be involved (in the planning process and as a target audience)?
- How would you promote the event?
- What role could the local community play in supporting the event?
- What outreach materials could be created?

Your Notes:

Your Notes:

PLANNING OVERVIEW

Visual 2.11



Key Points

This course follows the planning guidance provided in:

- **Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101**

This resource provides guidance on the fundamentals of planning and developing emergency operations plans. CPG 101 shows the connection between planning efforts for the EOP and the mission areas of protection, mitigation, response, and recovery. CPG 101 integrates key concepts from national preparedness policies and doctrines, as well as lessons learned from disasters, major incidents, national assessments, and grant programs.

CPG 101 provides methods for emergency managers to:

- Conduct community-based planning that engages the whole community.
- Ensure plans are developed through an analysis of risk.
- Identify operational assumptions and resource demands.
- Prioritize plans and planning efforts to support seamless transition from development to execution for any threat or hazard.
- Integrate and synchronize efforts across all levels of government.

The course follows the planning process outlined in CPG 101.

PLANNING OVERVIEW

Visual 2.11 (Continued)

Additional guidance is provided in the following resource:

- **Guide for Developing High-Quality School Emergency Operations Plans**

This resource is designed to help ensure that school emergency planning efforts are aligned with the emergency planning practices at the national, State, tribal, and local levels.

The guide addresses four areas:

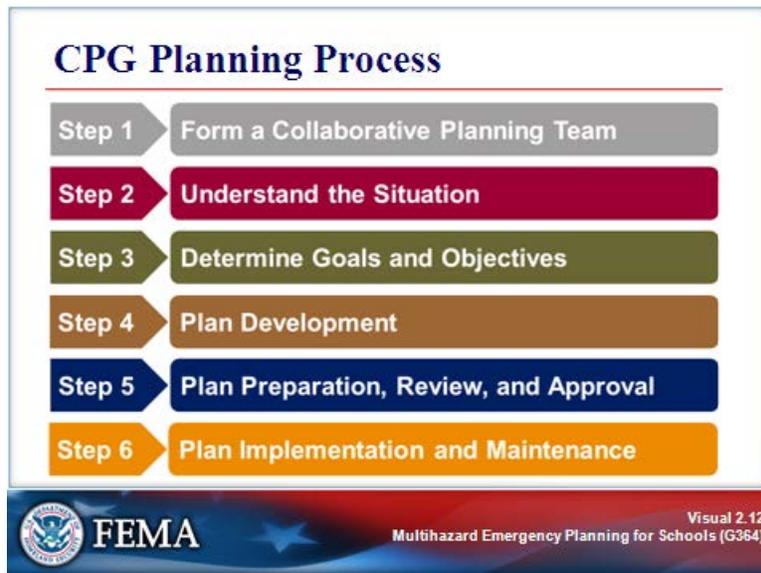
- Principles of school emergency management planning.
- A process for developing, implementing, and continually refining a school EOP with community partners at the school building level.
- A discussion of the form and function of school EOPs.
- A “closer look” at key topics that support school emergency management, including information sharing, psychological first aid for schools, school climate and emergencies, and active shooter situations.



Both documents are provided as classroom resources and are available on the Toolkit CD-ROM which can be accessed at the EMI School Program page at <http://training.fema.gov/emiweb/emischool/>.

PLANNING OVERVIEW

Visual 2.12



Key Points

CPG 101 recommends the following planning process:

1. Form a collaborative planning team
2. Understand the situation
3. Determine goals and objectives
4. Plan development (identify courses of action)
5. Plan preparation, review, and approval
6. Plan implementation and maintenance (this step includes conducting training and exercises)

While there are many ways to produce an EOP, this planning process has enough flexibility for each school to adapt it to its unique characteristics and situation.

PLANNING TEAM

Visual 2.13

Planning Begins With a Team

Step 1 → **Form a Collaborative Planning Team**

- **Identify the core planning team**
 - **Form a common framework**
 - **Define and assign roles and responsibilities**
 - **Determine a regular schedule of meetings**
- **Engage the whole community in planning**

FEMA
Visual 2.13
Multihazard Emergency Planning for Schools (G364)

Key Points

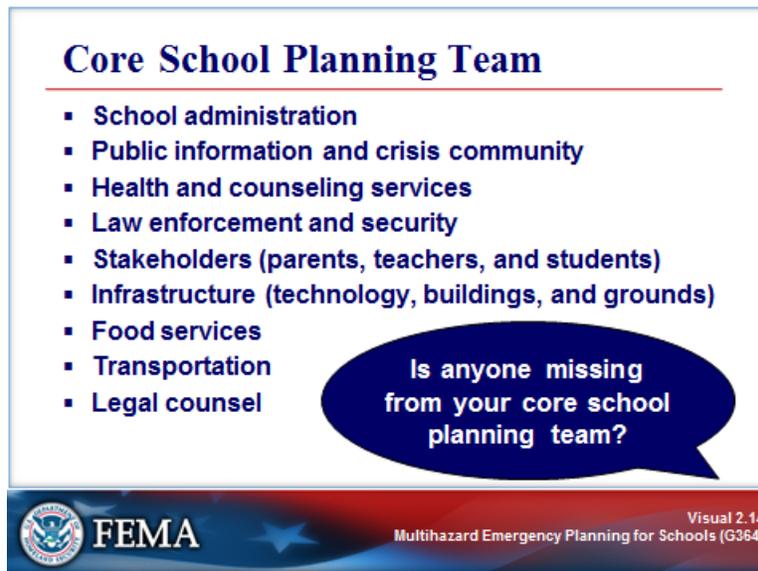
The first step in the planning process is to form a planning team. This step includes identifying the core planning team, forming a common framework, defining and assigning roles and responsibilities, determining a regular schedule of meetings, and engaging the whole community. Members of your school core planning team are probably participating in the training today.

Importance of team planning. Experience and lessons learned indicate that emergency planning is best performed by a team. As a team, you can:

- Define each team member's role in an incident. Team members will better understand the roles played by other members.
- Build and expand relationships, so that processes followed before an incident occurs are the same as those used during an incident.
- Generate support and backing of the school chief executive, school board, and other community stakeholders.

PLANNING TEAM

Visual 2.14



Core School Planning Team

- School administration
- Public information and crisis community
- Health and counseling services
- Law enforcement and security
- Stakeholders (parents, teachers, and students)
- Infrastructure (technology, buildings, and grounds)
- Food services
- Transportation
- Legal counsel

Is anyone missing from your core school planning team?

FEMA
Visual 2.14
Multihazard Emergency Planning for Schools (G364)

Key Points

The composition of your planning team will vary depending on your school, school district, and community. The visual lists potential functional areas that should be represented within your planning team.

Your core school planning team should provide a variety of expertise and perspectives to the planning process, including school administration, emergency management, natural hazards, building codes, transportation, and infrastructure.

Planning team members should:

- Have the ability, commitment, authority, and resources to carry out planning responsibilities.
- Provide expertise, or know where to obtain expertise, on issues related to incident management and school emergency planning.
- Agree upon the planning purpose and process.
- Represent all functions of the school.
- Possess good communication skills.
- Have the trust and confidence of colleagues.

PLANNING TEAM

Visual 2.15



Potential Planning Team Members

- Science teachers
- School nurse
- Health teachers
- Special education teachers
- School newspaper advisor
- School technology director
- School security director
- Other staff, students, and/or parents

FEMA
Visual 2.15
Multihazard Emergency Planning for Schools (G364)

Key Points

The following school personnel may be able to help with portions of the planning process:

- Science teachers, who have knowledge of the types and severity of weather hazards that could be expected in the area, or who are familiar with hazardous materials in or near the school.
- The school nurse, who is knowledgeable in first aid, triage techniques, and the medical needs of the students.
- Health teachers, who are knowledgeable in first aid and triage.
- Special education teachers, who are knowledgeable about the special needs of the school's students with disabilities.
- English teachers and the school newspaper advisor, who have experience in dealing with the media.
- The school technology director, who can identify ways to secure school records.
- The school security director, who can identify potential security risks and best practices in response.
- The school counselor, who can help with plans to address psychological trauma.
- Maintenance or facility personnel, who can help identify hazardous materials and safe evacuation routes.

Try to identify and include any special interests that staff members, parents, or students may have that could be useful to the planning process. For example, a staff member may be a volunteer firefighter or a parent may be a licensed emergency medical technician.

Key Point: Other than the core planning team, not all members need to be involved in every aspect of planning.

PLANNING TEAM

Visual 2.16

Expanded Team Members

- District-level administration
- Local/county emergency manager
- First responders – fire, law enforcement, EMS, etc.
- Voluntary agencies in the community
- Public health services
- School insurance carrier
- Utility company personnel
- Local business and industry personnel
- State education association and unions



 **FEMA**  Visual 2.16
Multihazard Emergency Planning for Schools (G364)

Key Points

Review the list of community team members on the visual. Though not an exhaustive list, the examples on the visual include persons or organizations that may:

- Have access to information that can assist your planning efforts.
- Provide subject-matter expertise on various aspects of your EOP.
- Be better prepared to assist your school if informed about your threats and procedures.
- Be willing to support the school protection and mitigation efforts.

PLANNING OUTCOMES

Visual 2.17



Key Points

Now that you understand the potential members of a planning team, the remainder of this unit focuses on the goal of a planning team—to develop and maintain a basic plan and annexes that address specific procedures, situations, or hazards.

- The **basic plan** provides an overview of the school’s preparedness and response strategies. It describes all expected hazards, outlines roles and responsibilities, identifies a training plan and schedule, and explains how to keep the school EOP current.
- **Functional annexes** are individual chapters that focus on procedures and missions, such as response and recovery procedures. These annexes describe the actions, roles, and responsibilities that participating organizations have for completing tasks for a function. They discuss how the school manages the function before, during, and after the emergency. In some plans, functional annexes are referred to as Emergency Support Functions (ESFs).
- **Threat-, hazard-, and incident-specific annexes** focus on the special planning needs generated by a specific threat, hazard, or incident. They explain the procedures that are unique to that type of hazard. These annexes may be short or long, depending on the details needed to explain the actions, roles, and responsibilities. Strategies already outlined in a functional annex should not be repeated in a threat-, hazard-, or incident-specific annex.
- **Implementing instructions**, which contain supporting documents such as a list of acronyms, copies of statutes, and maps, may also be included to provide additional guidance and references for planning.

These components form the school EOP that reflects school policy and legal obligations. Later units will describe each component in more detail.

PLANNING OUTCOMES

Visual 2.18

Important Planning Considerations

- **Focus**
- **Comprehensiveness**
- **Currency**
- **Appropriateness**
- **Communication**
- **Clarity and ease of use**
- **Implementation**

FEMA
Visual 2.18
Multihazard Emergency Planning for Schools (G364)

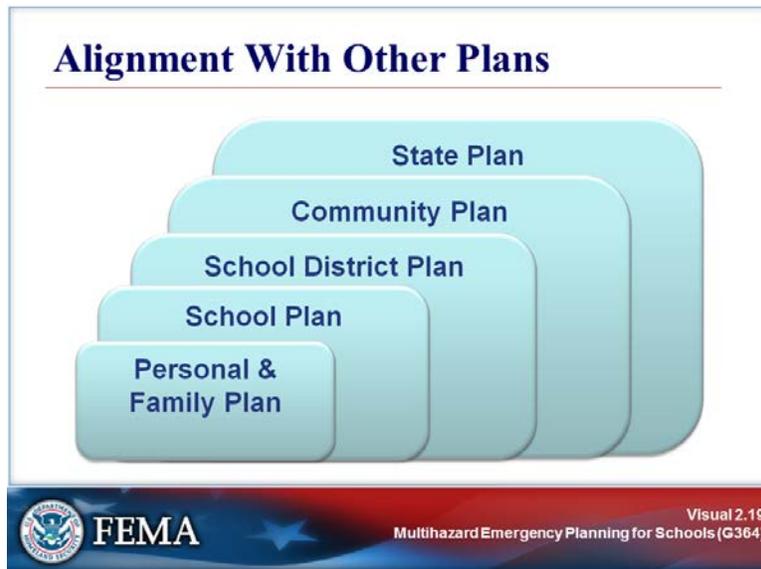
Key Points

The following are important considerations for school planning. Each item will be covered in more detail later in this course.

Focus	<ul style="list-style-type: none">• Identify where you are vulnerable.
Comprehensiveness	<ul style="list-style-type: none">• Consider incidents before, during, and after typical operating hours.• Include off-site events, such as sports, field trips, and camps.• Be redundant. Don't overly rely on a single approach. Identify backup personnel for key roles.
Currency	<ul style="list-style-type: none">• Base your plan on current information, and keep it current. If your building layout changes, update it in the school EOP. Update contact information regularly.
Appropriateness	<ul style="list-style-type: none">• Be sure your school EOP is age appropriate. There are significant differences in how elementary school children, high school students, and staff will behave in a crisis.• Be aware of the diverse needs of individuals, including those with disabilities or limited English proficiency.
Communication	<ul style="list-style-type: none">• Consider how you will communicate with staff, students, families, and the media during and after a crisis.
Clarity and Ease of Use	<ul style="list-style-type: none">• Use a format that is clear and easy to use. Include timelines, milestones, and responsibilities for completing them.
Implementation	<ul style="list-style-type: none">• Consider what training and exercising will be needed to make the school EOP effective.

PLANNING OUTCOMES

Visual 2.19



Key Points

Schools undertake emergency operations planning within a spectrum that includes individual/family, district, community, State, tribal, regional, and Federal agency emergency planning.

Personal and family preparedness. It is important that school staff members have plans to ensure the safety of their families. Otherwise, the staff may not be able to focus on the needs of the school population when an incident occurs. In fact, some States have laws or mandates requiring personnel to remain at their school assignments during an emergency. Personal and family preparedness helps ensure that the staff members are ready to fulfill this obligation.

District liaison. School districts serve as the liaison between the school and these broader agencies. In order to promote coordination among these entities, the school is strongly encouraged to **include district representation on the planning team**. The local school district's emergency planning policies, procedures, and training activities will inform and enhance the school's planning to a significant degree.

Integration with community plans. It is critical that school EOPs are well integrated with school district and community plans, including being developed and exercised in close collaboration with them.

In January 2009, the Harvard Medical School's Center for Biopreparedness analyzed 20 school plans and found that many plans omitted specific guidelines for communication between local emergency responders and the school.

PLANNING OUTCOMES

Visual 2.19 (Continued)

The school EOP should include a process for communicating with local emergency responders. Additionally, the school should participate in local preparedness programs and define a process to ensure the school EOP is incorporated into school district EOPs and the community plan.

State and regional plans. Community plans in turn should be developed and exercised in conjunction with State and regional plans. At the State level, EOPs should be designed to respond to citizens' needs and to outline when to turn to the Federal Government for assistance.

Emergency use of the school. The school EOP should identify the use of the school facility in emergency situations, such as using the school for a shelter, reception area, staging area, point of emergency supply and food distribution, or alternate government facility. Schools need this information so they can address the issues in their planning.

ACTIVITY: PLAN REVIEW SESSION

Visual 2.20

School EOP Review Session

1. Consider the following questions:
 - Are all stakeholders involved in your planning process?
 - Who else should be included?
 - How can you better interface with emergency responders?
 - How well does your school EOP fit into the larger community plan?
2. Make changes to your EOP and add action items to the worksheet, as needed.

Use your instructors as resources!



 **FEMA** Visual 2.20
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: The session will enable you to review who is on the planning team and identify ways to improve planning participation and plan integration.

ACTIVITY: PLAN REVIEW SESSION

Visual 2.20 (Continued)

Instructions: Review your school emergency operations plan, as follows:

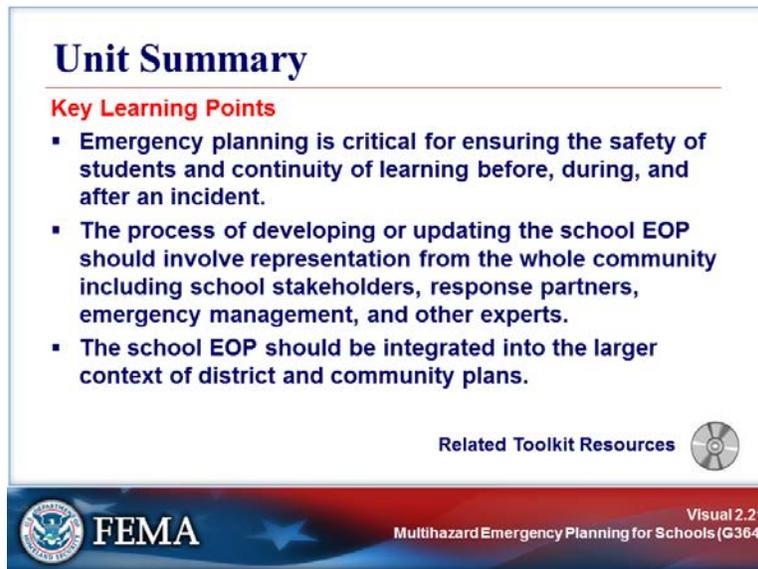
1. Select a recorder.

Throughout this course you will work with your school team or table group to identify steps for enhancing your EOP. Where possible, make changes directly to your school's EOP. If this is not possible, record changes on the Action Item Worksheet to help you identify what to change at a later time. **IMPORTANT:** Compile all of the action items for your school on a single copy of the worksheet.

2. As a group, address the following questions about your plan:
 - Are all stakeholders involved in your planning process?
 - Who else should be included?
 - How can you better interface with community first responders?
 - How well does your plan fit into the larger community plan?

UNIT SUMMARY

Visual 2.21



Unit Summary

Key Learning Points

- Emergency planning is critical for ensuring the safety of students and continuity of learning before, during, and after an incident.
- The process of developing or updating the school EOP should involve representation from the whole community including school stakeholders, response partners, emergency management, and other experts.
- The school EOP should be integrated into the larger context of district and community plans.

Related Toolkit Resources 

 **FEMA** 

Visual 2.21
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Emergency planning is critical for ensuring the safety of students and continuity of learning before, during, and after an incident.
- The process of developing or updating the school EOP should involve representation from the whole community including school stakeholders, response partners (law enforcement, fire services, and others), emergency management, and other experts as needed.
- The school EOP should be integrated into the larger context of district and community plans.



Useful resources related to this unit are provided in the **Getting Ready for Planning Resources** category on the toolkit.

Unit 3 introduces how schools identify and address threats, hazards, and vulnerabilities.

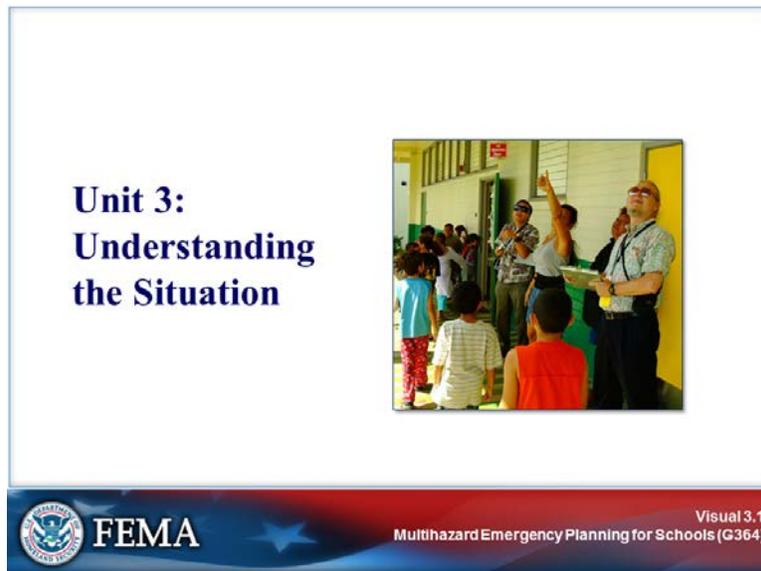
Your Notes:

UNIT 3. UNDERSTANDING THE SITUATION

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UNIT INTRODUCTION

Visual 3.1



Key Points

This unit provides an introduction to understanding and identifying threats, hazards, and security vulnerabilities that may affect school communities. You will assess the risk related to these threats and hazards to determine ways to address vulnerabilities and risk.

Definitions

Hazard:

- Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome. (Sources: National Infrastructure Protection Plan, National Incident Management System)
- Natural or human-caused source or cause of harm or difficult. (Source: DHS Risk Lexicon)

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences. (Source: DHS Risk Lexicon)

Threat: A natural or human-caused occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property. (Source: DHS Risk Lexicon)

UNIT INTRODUCTION

Visual 3.1 (Continued)

Definitions (Continued)

Vulnerability:

- A physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard. (Source: DHS Risk Lexicon and National Infrastructure Protection Plan)
- Characteristics of the school that could make it more susceptible to the identified threats and hazards. (Source: Guide for Developing High-Quality School Emergency Operations Plans)

UNIT INTRODUCTION

Visual 3.2

Unit Objectives

- Identify natural, technological, and human-caused hazards likely to impact the school.
- Describe the process used to conduct assessments.
- Identify protection and mitigation measures to address security vulnerabilities.

The slide footer features the FEMA logo on the left, the text "FEMA" in the center, and "Visual 3.2 Multihazard Emergency Planning for Schools (G364)" on the right. The background of the footer is a red and blue gradient with a white star.

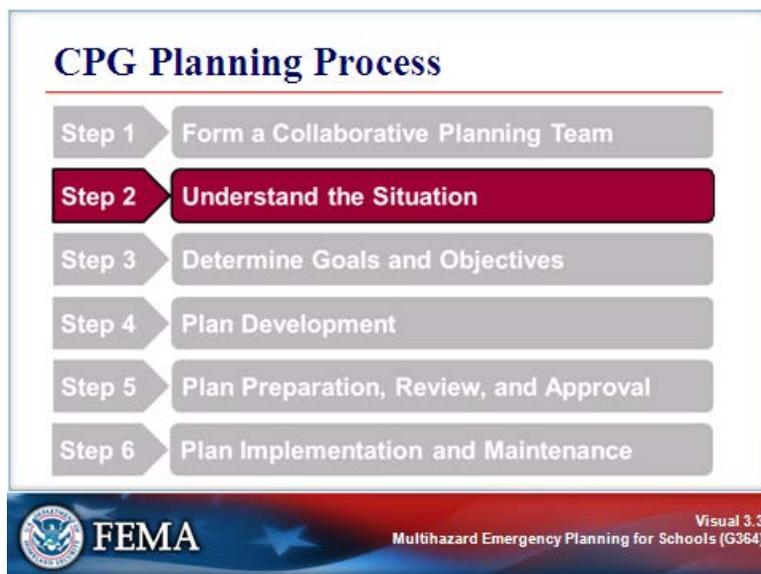
Key Points

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

- Identify natural, technological, and human-caused hazards likely to impact the school.
- Describe the process used to conduct assessments.
- Identify protection and mitigation measures to address security vulnerabilities.

UNDERSTANDING THE SITUATION

Visual 3.3



Key Points

The course follows the CPG 101 and Guide for Developing High-Quality School Emergency Operations Plans planning process. This visual provides an overview of the planning process steps. While there are many ways to produce an EOP, this planning process has enough flexibility for each school to adapt it to its unique characteristics and situation.

- Form a collaborative planning team
- **Understand the situation**
- Determine goals and objectives
- Plan development (identify courses of action)
- Plan preparation, review, and approval
- Plan implementation and maintenance (this step includes conducting training and exercises)

This unit corresponds to step 2 in both the CPG 101 and Guide for Developing High-Quality School Emergency Operations Plans documents.

UNDERSTANDING THE SITUATION**Visual 3.3 (Continued)**

In step 2, the planning team identifies possible threats and hazards, assesses the risks and vulnerabilities posed by those threats and hazards, and prioritizes the threats and hazards.

All school communities must contend with threats and hazards in their planning process and address vulnerabilities and risks. Identification of threats and hazards can be a simple process based on historical information and information gathered from local resources, such as local emergency management. Identification of human-caused types of threats and hazards can be more difficult.

When assessing risk, there are several different types of assessments. The table below presents four common types that schools should use to develop a plan and inform updates and revisions.

Assessment Type	Description	Purpose/Results
Site Assessment	A site assessment examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds. This assessment includes, but is not limited to, a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, compliance with applicable architectural standards for individuals with disabilities and others with functional and access needs, and emergency vehicle access.	<ul style="list-style-type: none">• Increased understanding of the potential impact of threats and hazards on the school buildings and grounds.• Increased understanding of risks and vulnerabilities of the school buildings and grounds when developing the plan.• Knowledge of which facilities are physically accessible to students, staff, parents, volunteer workers, and emergency response personnel.

UNDERSTANDING THE SITUATION**Visual 3.3 (Continued)**

Assessment Type	Description	Purpose/Results
Culture and Climate Assessment	<p>In schools with positive climates, students are more likely to feel connected to adults and their peers. This climate fosters a more nurturing environment where students are more likely to succeed, feel safe, and report threats. A school culture and climate assessment evaluates student and staff connectedness to the school and problem behavior. For example, this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program.</p> <p>The National Center on Safe and Supportive Learning Environments Web site is a resource for school surveys.</p>	<ul style="list-style-type: none">• Knowledge of students' and staff's perceptions of their safety.• Knowledge of problem behaviors that need to be addressed to improve school climate.
School Threat Assessment	<p>A school threat assessment analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat. These assessments must be based on fact, must comply with applicable privacy, civil rights, and other applicable laws, and are often conducted by multidisciplinary threat assessment teams. While a planning team may include the creation of a threat assessment team in its plan, the assessment team is a separate entity from the planning team and meets on its own regular schedule.</p>	<ul style="list-style-type: none">• Identification of students or staff that may pose a threat to themselves or others before a threat develops into an incident.

Unit 3. Understanding the Situation

UNDERSTANDING THE SITUATION

Visual 3.3 (Continued)

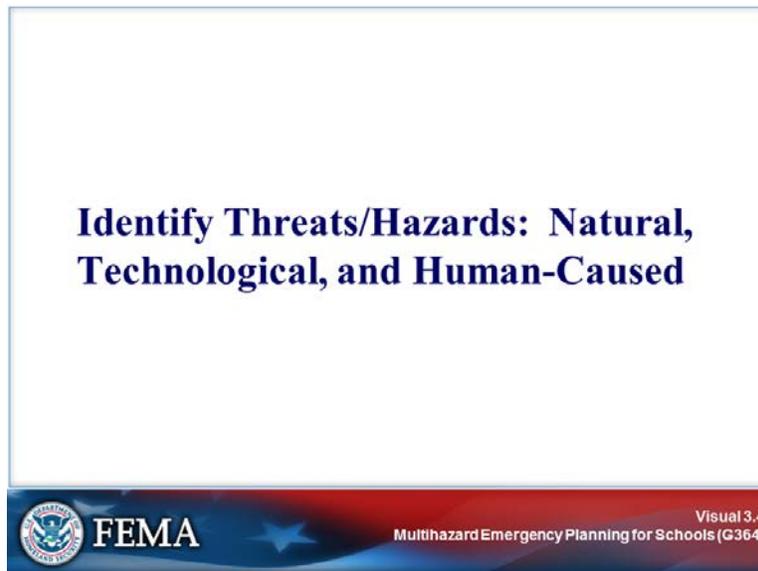
Assessment Type	Description	Purpose/Results
Capacity Assessment	The planning team needs to know what resources will be at their disposal. A capacity assessment examines the capabilities of students and staff as well as the services and material resources of community partners. This assessment is used to identify people in the building with applicable skills (e.g., first aid certification, search and rescue training, counseling and mental health expertise, ability to assist individuals with access and functional needs). Equipment and supplies should also be inventoried. The inventory should include an evaluation of equipment and supplies uniquely for individuals with access and functional needs, such as evacuation chairs, the availability of sign language interpreters and technology used for effective communication, accessible transportation, and consumable medical supplies and durable medical equipment that may be necessary during a shelter-in-place or evacuation.	<ul style="list-style-type: none">• An increased understanding of the resources available.• Information about staff capabilities will help planners assign roles and responsibilities in the plan.

This unit describes the process for conducting a site assessment and the considerations for conducting a school threat assessment.

The outcome of step 2: Understand the Situation is a prioritized list of threats and hazards and plans to address risks and vulnerabilities.

IDENTIFY THREATS/HAZARDS

Visual 3.4



Key Points

Effective school planning depends on a consistent analysis and comparison of threats and hazards that the school faces. This is typically performed through a threat and hazard identification and risk assessment process that collects information about threats and hazards and assigns values to risk for the purposes of deciding which threats or hazards the team deems a priority and will subsequently address.

This section of the unit focuses on identifying natural, technological, and human-caused threats and hazards. Within these types, the threats and hazards that should be addressed in a school EOP will vary depending on the school's location, construction, and other factors.

IDENTIFY THREATS/HAZARDS

Visual 3.5

Natural Threats/Hazards

- Include severe weather, floods, earthquakes, landslides, fire, and other events of nature.
- Include biological threats such as animal disease outbreaks, pandemics, and epidemics.
- May occur repeatedly.
- Often can be predicted.

What is your school's most significant natural hazard?



FEMA

Visual 3.5
Multihazard Emergency Planning for Schools (G364)

Key Points

Natural hazards are natural events that threaten lives, property, and other assets. Natural hazards tend to occur repeatedly in the same geographical locations because they are related to weather patterns or physical characteristics of an area. Often, natural hazards can be predicted.

Source: FEMA: Are You Ready?

Examples of natural threats/hazards include:

- Severe weather, including:
 - Hurricane – a tropical storm with winds over a constant speed of 74 miles per hour.
 - Tornado – a funnel-shaped storm cone with winds up to 300 miles per hour.
 - Lightning – one of nature's most dangerous weather phenomena. Every thunderstorm produces lightning.
 - Severe wind – high wind speeds.
 - Winter storm – hazardous winter weather due to various elements such as heavy snow, sleet, or ice accumulation from freezing rain.
- Flood – more precipitation falling into a drainage basin than can be readily absorbed or stored within the basin.
- Landslide/mudslide – the movement of a mass of rock, debris, or earth down a slope.
- Drought – a period of drier-than-normal conditions that results in water-related problems.
- Extreme temperatures – dangerously low or high temperatures. A heat wave is an extended period of extreme heat, and is often accompanied by high humidity. These conditions can be dangerous and even life-threatening for humans who don't take the proper precautions. Many winter storms are accompanied by dangerously low temperatures.

IDENTIFY THREATS/HAZARDS

Visual 3.5 (Continued)

- Earthquake – a sudden fault slip in the Earth’s crust.
- Tsunami – a giant wave produced by underwater movement due to earthquakes, volcanic eruptions, landslides, or meteorites.
- Volcanic eruption – molten rock expelled through an opening or vent in the earth’s surface.
- Wildfire – a raging conflagration that rapidly spreads out of control in the outdoors.
- Avalanche – a mass of snow, ice, and other material that breaks free to move down a slope.

Natural hazards also include biological threats such as:

- Infectious disease pandemics and epidemics such as pandemic influenza, XDR tuberculosis, methicillin-resistant *Staphylococcus aureus* (MRSA), or meningitis infections.
- Animal disease outbreaks.
- Contaminated food problems including salmonella, botulism, and *E. coli*.

The process of identifying natural threats and hazards using your available resources will help you eliminate some of these from consideration.

IDENTIFY THREATS/HAZARDS

Visual 3.6

Technological Threats/Hazards

- May be accidental or associated with another event.
- Occur with little to no warning.
- Include bus accidents, power failures, explosions, computer failures, and hazardous materials releases.

What is your school's most significant technological hazard?

FEMA
Visual 3.6
Multihazard Emergency Planning for Schools (G364)

Key Points

Technological hazards involve materials created by man and that pose a unique hazard to the general public and environment. Consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard (e.g., flood, storm), or are caused intentionally.

Source: CPG 101

Technological hazards may be caused by accident, through another incident, or as a result of the failures of systems and structures. They may cause the loss of life or injury, property damage, social and economic disruption, or environmental degradation, and they often come with little to no warning. The effects can span many years.

When identifying technological hazards, the planning team considers neighborhood factors:

- **Commercial/industrial facilities:** Are there utilities, gas stations, power lines, and/or industrial facility hazards in the neighborhoods around the school?
- **Transportation corridors:** Is the school located near a highway or major road and/or close to a delivery route used by hazardous materials vehicles?

IDENTIFY THREATS/HAZARDS

Visual 3.6 (Continued)

Examples of technological hazards include:

- Airplane crash.
- Communications and/or computer database failure.
- Dam or levee failure.
- Mine accident.
- Hazardous materials release.
- Power failure.
- Radiological release.
- Train derailment.
- Bus accident.
- Urban fire.

Examples of technological hazards that have affected schools include:

- Power failure. A February 2008 power outage in Florida that affected 3 million people was attributed to human error. Two nuclear reactors were also affected by the blackouts and were shut down. More than 20 schools in two counties lost power.
- Train derailment. In Painesville, OH, an October 2007 derailment of a 112-car freight train resulted in a massive fire. Several of the burning cars contained hazardous materials. A half-mile area around the derailment site was evacuated, including an elementary school with 340 students.
- Hazardous materials release. On October 2, 2003, the Washington, DC, Fire Department Hazardous Materials Unit responded to an emergency call at Ballou High School to clean up a mercury spill. One student had obtained the mercury from a science lab and had sold some of it to other students. Traces of mercury were found in the classrooms, gymnasium, and cafeteria, as well as on city streets, city and school buses, and in 11 homes. As a result of the spill, Ballou High School was closed for 35 days and total cleanup costs were about \$1,500,000.

IDENTIFY THREATS/HAZARDS

Visual 3.7

Human-Caused Threats/Hazards

- Are deliberate actions taken to threaten or harm others.
- Include school violence, bullying, armed intruder, chemical or biological attack, cyber attack, bomb threat, or other criminal actions.

What is your school's most significant human-caused hazard?



 **FEMA** Visual 3.7
Multihazard Emergency Planning for Schools (G364)

Key Points

Human-caused hazards result from intentional human actions to threaten or harm the well-being of others, such as a threatened or actual chemical or biological attack, or cyber incident.

Potential threats that you may identify include:

- An active shooter (see the information on targeted violence that follows).
- Bullying, including cyber-bullying and sexting.
- School violence, including gang violence.
- Bomb or bomb threat.
- Arson.
- Hostage situation.
- Domestic violence/abuse.
- Suicide.
- Cyber attack.
- Drug-related emergencies.

IDENTIFY THREATS/HAZARDS

Visual 3.7 (Continued)

Targeted Violence

When considering the threat of a mass casualty incident, it is important to understand that they come in many varieties and unfold in different ways. However, according to the findings of the Safe School Initiative (available at <http://www.secretservice.gov> and on the course toolkit), past incidents do share some common characteristics.

Common characteristics. Understanding common characteristics such as the following can help you understand and be ready in the unlikely event that an incident occurs at your site:

- Incidents of targeted violence at school are rarely sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- There is no accurate or useful "profile" of students who engage in targeted school violence.
- Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.
- Most attackers were known to have difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.

Impact of bullying. One of the common characteristics of attackers is that they had felt bullied, persecuted, or injured by others prior to the attack. This demonstrates the importance of addressing bullying and harassment in schools, as they can quickly escalate into school violence. Cyber-bullying and "sexting" have become popular methods for students to harass, humiliate, or intimidate one another using cell phones or computers. Students upload or send explicit messages, photos, or images via email, cell phone, or Internet-based social networking Web sites. Often, these messages or photos are disseminated over the Web well beyond their original intended recipients.

The social and legal implications of these student behaviors are far reaching. Victims of bullying, cyber-bullying, and sexting have lower self-esteem, increased thoughts of suicide, and a variety of emotional responses, which include fear, frustration, anger, and depression.

Cyber-bullying and sexting are more than unacceptable student behaviors; they are often the cause of school violence incidents.

To learn more about targeted violence and the impact of bullying, you may wish to take the FEMA course IS-360, Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship.



See the **Developing Procedures/Protocols** section of the Course Toolkit to obtain a copy of a seminar titled Addressing Cyberbullying.

IDENTIFY THREATS/HAZARDS

Visual 3.8

Gathering Information

- Ask local experts.
- Conduct research.
- Review:
 - Existing plans.
 - Past threat and hazard assessments.
 - Past incidents.

Who can help you learn about your threats and hazards?

FEMA

Visual 3.8
Multihazard Emergency Planning for Schools (G364)

Key Points

The first step in identifying threats and hazards is to determine who has information already available (for example, local emergency management or other community planners). Next, conduct research and analysis building on the information provided by the local experts. There are many resources available to help your planning team in gathering this information. It is important to understand that you do not need to “reinvent the wheel”—most of the information is already available.

Key point: Much research has been conducted on the natural threats and hazards by local emergency management, the community, and the school district.

To aid in threat and hazard identification efforts, schools should consider:

- **Asking local experts.**
 - Planning team members can share their own knowledge of threats and hazards in the school and community.
 - Building code inspection and enforcement officers can share data on the structural integrity of buildings, codes in effect at time of construction, and the hazard effects that a code addresses.
 - Emergency managers and fire and law enforcement personnel can provide their expertise and additional insight during a systematic “walk around” of the inside and outside of the school.
 - Local planning and zoning commissions can offer extensive demographic, land use, building stock, and similar data.
 - Local realtors’ associations can often provide information on the numbers, types, and values of buildings.

IDENTIFY THREATS/HAZARDS

Visual 3.8 (Continued)

- Local public works departments and utilities can contribute information on potential damage to and restoration time for the critical infrastructures threatened by hazard effects.
- Flood insurance representatives can determine if the school is in a flood hazard area.
- Local organizations and community groups, such as the local chapter of the American Red Cross and the local Community Emergency Response Team, can provide helpful information.

- **Conducting research.**
 - Local newspaper archives and historical society records can provide insight into past incidents and threats and hazards.
 - Internet research can yield information on historical and recent incidents and threats and hazards.
 - The chamber of commerce can offer a perspective on damage to businesses and general economic loss.
 - Local organizations (e.g., the local chapter of the American Red Cross) and members of the planning team can provide records about their experiences in previous disasters.

- **Reviewing existing plans, past threat and hazard assessments, and past incidents** such as State mitigation plans and community emergency plans, community threat/hazard assessments, and information on incidents.

Your local emergency manager can help with local hazard mitigation plans and may direct you to the State or Tribal Hazard Mitigation Officer who guides the hazard mitigation planning process. These officers can provide schools with State, tribal, and local hazard mitigation plans, which identify, catalog, and assess the risk of all natural threats and hazards likely to affect the community.

IDENTIFY THREATS/HAZARDS

Visual 3.9



Key Points

As your planning team identifies threats and hazards, they need to focus beyond just the school to the neighborhood and community.

- **Community:** Weather or geological concerns, if the school is located in an area with extreme temperatures or weather patterns, near areas identified as at-risk using Hazards U.S. Multi-Hazard (HAZUS-MH) software analysis, and/or on a floodplain or earthquake fault line.
- **Neighborhood:**
 - Are there natural threats and hazards near the school or on bus routes?
 - Does landscaping present a wind or fire hazard?
- **School property and buildings** including both structural and nonstructural elements:
 - **Structural elements:** Threats and hazards may be created by damage to portions of the building whose primary function is to support the dead load. The local EOP for a community may include structural assessments for all government buildings in the community, including schools. Due to design or age, many school buildings present some kind of structural hazards. These structures include:
 - Modular classrooms: These classrooms provide additional space for learning, but are lightweight and susceptible to wind and other natural threats and hazards.
 - Unreinforced masonry: Unreinforced masonry is a construction method in which exterior walls are constructed of brick and/or block with no steel or other underlying reinforcement. Note that unsupported masonry may not meet construction codes in your area. Check your local and State building standards for further information.

IDENTIFY THREATS/HAZARDS

Visual 3.9 (Continued)

- Improperly supported roofs: Flat roofs on many school buildings are easily susceptible to wind damage and heavy snow, especially gymnasiums, cafeterias, and other areas that have broad spans of unsupported roof.
- **Nonstructural elements**: Threats and hazards may also be caused by damage to portions of the building not connected to the main structure. In addition to hazards inherent in the structural design of many school buildings, there are other nonstructural hazards present in classrooms, offices, lunchrooms, and hallways. These nonstructural threats and hazards may present as great a risk to the health and safety of the school community as structural ones. Nonstructural elements include any item not connected to the main building. Usually, these elements are installed after the supporting structure of the school is complete. Consult your community's building safety department to assess these hazards.

The following checklists are provided as guidance for identifying structural and nonstructural threats and hazards (checklists focusing on safety and security vulnerabilities will be presented later). Your school should develop checklists specific for your school and community.

Unit 3. Understanding the Situation

IDENTIFY THREATS/HAZARDS

Visual 3.9 (Continued)

Identifying School-Based Threats/Hazards—Classroom Checklist

Room:	Date Surveyed:
Threat/Hazard	Comments
<input type="checkbox"/> Free-standing cabinets, bookcases, and wall shelves	
<input type="checkbox"/> Heavy objects on high shelves	
<input type="checkbox"/> Aquariums and other potentially hazardous displays located near seating areas	
<input type="checkbox"/> Unsecured TV monitors	
<input type="checkbox"/> Unsecured wall-mounted objects	
<input type="checkbox"/> Hanging plants above or near seating areas	
<input type="checkbox"/> Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia)	
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source	
<input type="checkbox"/> Other threats/hazards (list):	

Unit 3. Understanding the Situation

IDENTIFY THREATS/HAZARDS

Visual 3.9 (Continued)

Identifying School-Based Threats/Hazards—Building Checklist

Area:	Date Surveyed:
Threat/Hazard	Comments
<input type="checkbox"/> Extended, unsupported roof spans	
<input type="checkbox"/> Large windows or panes of glass, especially: <ul style="list-style-type: none"> <input type="checkbox"/> Not composed of safety glass <input type="checkbox"/> Located near exits or evacuation routes 	
<input type="checkbox"/> Suspended ceilings and light fixtures	
<input type="checkbox"/> Incompatible chemicals stored in close proximity or not stored to withstand falling and breaking	
<input type="checkbox"/> Hazardous materials located in areas that do not have warning signs	
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source	
<input type="checkbox"/> Unsecured heavy or unstable items, including: <ul style="list-style-type: none"> <input type="checkbox"/> Portable room dividers <input type="checkbox"/> Appliances (e.g., water heaters, space heaters, microwave ovens) <input type="checkbox"/> Filing cabinets, bookcases, and wall shelves <input type="checkbox"/> Athletic equipment <input type="checkbox"/> Vending machines <input type="checkbox"/> TV monitors <input type="checkbox"/> Wall-mounted objects <input type="checkbox"/> Aquariums <input type="checkbox"/> Table lamps 	
<input type="checkbox"/> Unsecured fire extinguishers or fire extinguishers that require recharging	
<input type="checkbox"/> Electrical equipment	
<input type="checkbox"/> Heavy objects on high shelves	
<input type="checkbox"/> Hanging plants above or near seating areas	
<input type="checkbox"/> Other threats/hazards (list):	

Unit 3. Understanding the Situation

IDENTIFY THREATS/HAZARDS

Visual 3.9 (Continued)

Identifying School-Based Threats/Hazards—School Grounds Checklist

Area:		Date Surveyed:
Threat/Hazard		Comments
School Building: <input type="checkbox"/> Long, unsupported roof spans <input type="checkbox"/> Large window panes (especially over exits) <input type="checkbox"/> Heating and air conditioning units <input type="checkbox"/> Overhangs <input type="checkbox"/> Trees or shrubs that require pruning <input type="checkbox"/> Other hazards (list):		
Other Structures: <input type="checkbox"/> Unsecured portable structures <input type="checkbox"/> Unsecured siding or roofing materials <input type="checkbox"/> Incompatible chemical storage <input type="checkbox"/> Inadequate ventilation <input type="checkbox"/> Other threats/hazards (list):		
Playground: <input type="checkbox"/> Equipment in need of repair <input type="checkbox"/> Rocks or other material that could cause injury <input type="checkbox"/> Fences in need of repair <input type="checkbox"/> Exposed nails, screws, or bolts <input type="checkbox"/> Other threats/hazards (list):		

Unit 3. Understanding the Situation

IDENTIFY THREATS/HAZARDS

Visual 3.9 (Continued)

Identifying School-Based Hazards/Threats—School Grounds Checklist (Continued)

Area:	Date Surveyed:
Hazard/Threat	Comments
<p>School Grounds/Neighborhood:</p> <ul style="list-style-type: none"><input type="checkbox"/> Trees or shrubs that present a fire or wind threat/hazard<input type="checkbox"/> Streams in close proximity<input type="checkbox"/> Electrical wires<input type="checkbox"/> Gasoline or propane tanks<input type="checkbox"/> Natural gas lines<input type="checkbox"/> Fences in need of repair<input type="checkbox"/> Other threats/hazards (list):	

IDENTIFY THREATS/HAZARDS

Visual 3.10

Analyzing the Threats/Hazards

- What are the most likely threats/hazards?
- What threats/hazards are of most concern?
- What capabilities are needed to prepare for those threats/hazards?
- What are the potential consequences?



 **FEMA**  Visual 3.10
Multihazard Emergency Planning for Schools (G364)

Key Points

When analyzing your natural threats and hazards, consider:

- **What are the most likely threats and hazards?** Use your research and background information to eliminate some hazards and threats from consideration.
- **What threats and hazards are of most concern?** Give each natural hazard or threat context—time, season, location, community factors. Use these factors to focus on those threats and hazards that present the greatest risk.
- **What capabilities does your school need to prepare for those threats and hazards?** Consider resources, training and exercises, and mitigation activities to prepare your school for each threat or hazard.
- **What are the potential consequences?** For each threat or hazard, estimate and document the impact to the school. How will the threat or hazard impact your school community, including staff and students with access or functional needs? How might school community members be affected when they are outside of the school building or property at special events?

IDENTIFY THREATS/HAZARDS

Visual 3.11

Assessing/Prioritizing Threats/Hazards

- Assess the threat or hazard by considering:
 - Probability.
 - Intensity/severity.
 - Time.
- Prioritize threats and hazards.



FEMA
Visual 3.11
Multihazard Emergency Planning for Schools (G364)

Key Points

Once you have analyzed the threats and hazards, it is important to assess the associated risk in order to make risk-informed decisions about how to address the threats or hazards.

Assessing risk. Risk assessment helps a planning team decide:

- What threats and hazards merit special attention.
- What actions must be planned for.
- What resources are likely to be needed.

There are several different types of assessments to consider when addressing the school environment. Each assessment process is most effective when it includes the appropriate school, first responder, and community partners.

A threat/hazard assessment evaluates threats/hazards in relation to their probability and severity. Many different aspects can be assessed: probability, magnitude, intensity/severity, warning time, location, size of affected area, speed of onset, duration, and cascading effects. Depending on the kinds of decisions and analyses the information is meant to support, planners will determine the necessary categories for data organization.

Organizing data. After natural, technological, and human-caused threats and hazards have been identified, the information should be consolidated into a format suitable for comparison. One method for organizing information is a table with the following types of information on each threat or hazard:

IDENTIFY THREATS/HAZARDS

Visual 3.11 (Continued)

- Probability or frequency of occurrence (i.e., how often it will occur).
- Intensity/severity (i.e., the extent of expected damages).
- Time available to warn staff, students, and visitors.
- Duration (i.e., how long the hazard or threat will be occurring).
- Follow-on effects.

Prioritizing. Once the planning team has organized the information on the potential threats and hazards, they will prioritize them. One option is to use a mathematical approach, which manipulates index numbers for different categories of information used in a ranking scheme. Using this approach, the planning team will categorize threats and hazards as high, medium, or low risk.

For the purpose of the following activity, we will focus on three main factors:

- **Probability**—frequency of occurrence. This can range from a near 100 percent probability to less than 1 percent probability in the next year.
- **Intensity/severity**—the impact or damage expected. Damage may range from catastrophic (hazard resulting in deaths and/or more than 50 percent of property severely damaged) to negligible (hazard resulting in minor injuries and/or less than 10 percent of property severely damaged).
- **Time**—how fast the threat or hazard can impact the public. This time interval may be minimal, with little or no warning before the hazard occurs, or there may be more than 24 hours advance notice.

The next activity presents a worksheet based on the three factors above. Schools may want to use more factors. For more information, see the section in Guide for Developing High-Quality School Emergency Operations Plans entitled “Prioritize Threats and Hazards.”

ACTIVITY: ASSESS THE THREAT/HAZARD

Visual 3.12

Activity: Assess the Threat/Hazard

Instructions: Working in your group . . .

1. Select one hazard that may impact your school—natural, technological, or human-caused.
2. Using the provided worksheet, identify for the selected hazard:
 - Probability.
 - Consequences.
 - Timing.



 **FEMA** Visual 3.12
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will allow you to practice assessing the information you have collected about threats or hazards in and around your schools.

Instructions: Working in your group:

1. Select one threat or hazard that may impact your school. (If your group is made up of more than one school, a worksheet for each school should be completed.) Write the hazard on the worksheet on the next page.
2. Determine the probability, timing, and consequences associated with the hazard.

Unit 3. Understanding the Situation

ACTIVITY: ASSESS THE THREAT/HAZARD

Visual 3.12 (Continued)

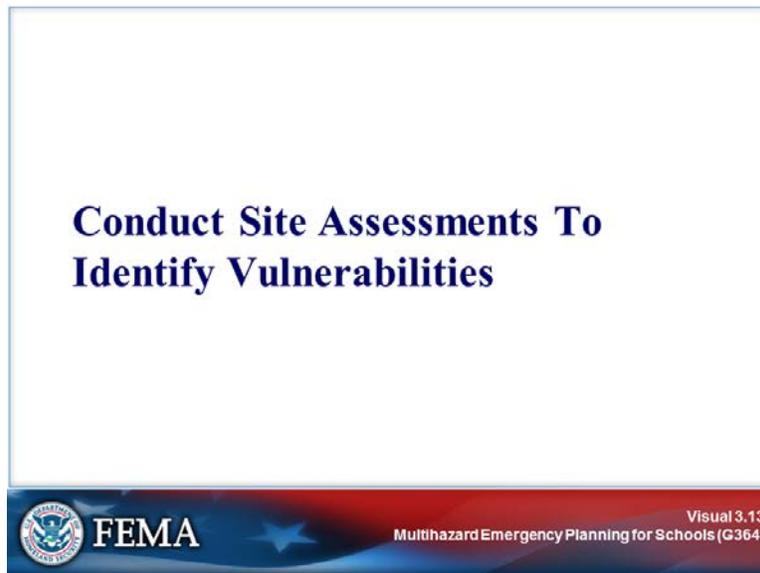
Threat and Hazard Worksheet

Threat/Hazard Type	_____
Probability	<p>Circle one of the following:</p> <ul style="list-style-type: none"> • Highly likely (near 100% in the next year) • Likely (10–100% probability in next year) • Possible (1–10% probability in next year) • Unlikely (less than 1% probability in next year) <p>Is there a seasonal pattern?</p> <ul style="list-style-type: none"> • No • Yes (specify when threat/hazard occurs): _____
Intensity/Severity	<p>Circle one of the following:</p> <ul style="list-style-type: none"> • Catastrophic (deaths; more than 50% of property severely damaged) • Critical (injuries or illness resulting in permanent disability; 25–50% of property severely damaged) • Limited (temporary injuries; 10–25% of property severely damaged) • Negligible (minor injuries; less than 10% of property severely damaged) <p>Are any areas of the school or facilities more likely to be affected? If so, which?</p>
Time	<p>Circle one of the following:</p> <ul style="list-style-type: none"> • Minimal or no warning • 6 to 12 hours warning • 12 to 24 hours warning • More than 24 hours warning
Notes	

Your Notes:

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.13



Key Points

Assessing vulnerabilities. The previous section of this unit presented a process for identifying and assessing all types of threats and hazards—natural, technological, and human-caused. This section presents an assessment process focusing on safety and security vulnerabilities, especially to human-caused threats and hazards.

This type of assessment looks at how the safety and security of the school community may be affected by features of the school buildings, surrounding structures on the property (e.g., maintenance sheds), the immediate neighborhood around the school, and the community as a whole.

It is advantageous to conduct this assessment as a separate process because it requires you look at your facility and procedures from the point of view of someone who intends to do harm.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.13 (Continued)

Areas of focus. Making your school a safer place requires bringing together your school's internal resources and those of the community to identify and mitigate vulnerabilities. Efforts to reduce your vulnerability to all threats and hazards will be more effective if they are based on comprehensive assessments. This portion of the assessment addresses three main areas:

- Identifying any physical or situational aspects of the facility that increase your vulnerability.
- Engaging people as active participants in a safe and secure environment.
- Initiating measures for addressing vulnerabilities that have been identified.

Who should participate. For this type of assessment, your team should include many of the same planning team members as for the previous assessment. However, it is important to include security, law enforcement, fire, and other emergency responders from your school and community when considering the security vulnerabilities of your school site. Also, make sure to include those who know the building and grounds, such as maintenance personnel. Students and parents should be included to the maximum extent possible.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.14

Why Conduct Site Assessments?

- Schools are dynamic environments with inherent vulnerabilities.
- Site assessments:
 - Identify potential safety and security vulnerabilities.
 - Provide a basis for planning and implementing protective and mitigation measures.
 - Look at more than just the physical environment.
 - Should be ongoing.

Visual 3.14
Multihazard Emergency Planning for Schools (G364)

Key Points

Schools are dynamic environments with varying populations and activities, and this brings an inherent vulnerability.

Site assessments:

- Identify potential safety and security vulnerabilities.
- Provide a basis for planning and implementing protective and mitigation measures.
- Look at more than the physical environment. An effective assessment reviews the overall safe and secure environment including policies, procedures, resources, training, and exercises.
- Should be completed in each facility every year and should include surveys of staff and students as one of the most reliable ways to identify risk before someone gets hurt.

Your Notes:

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.15

Site Assessment Overview

- Review past incidents and threat assessments.
- Assess existing policies and procedures.
- Consider the surrounding community.
- Conduct a detailed walk-through of the facility.
- Interview key personnel.
- Identify existing resources.
- Report on findings.



FEMA
Visual 3.15
Multihazard Emergency Planning for Schools (G364)

Key Points

A thorough site assessment involves:

- Reviewing past incidents and threat assessments.
- Assessing existing policies and procedures.
- Considering how risk factors within the school, district, and the surrounding community impact security.
- Conducting a well-planned, detailed walk-through. (Consider including different days of the week and times—including evenings—for your walk-throughs.)
- Interviewing key personnel to assess effectiveness of procedures.
- Identifying existing resources that are available to address vulnerabilities.
- Reporting the findings, including:
 - Vulnerabilities.
 - Recommended corrective actions.

When conducting assessments and using the results as the basis for planning, it is important for the planning team to consider:

- **Breadth of impact**—How a threat will affect the many different school occupants, including staff, students, or visitors.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.15 (Continued)

- **Specific populations**—Individuals with disabilities or other access and functional needs, such as students or staff with:
 - Restricted mobility (may have difficulty during a building evacuation).
 - Requirements for daily or refrigerated medication.
 - Short-term disability (e.g., broken leg).
 - Equipment that requires electricity.

- **School activities**—The different types of activities and functions that take place at the school, including after-school activities, athletic events, recess, off-campus events (field trips, open lunch), graduations, school dances, bus transportation, and more. Planned events are an opportunity to exercise and evaluate the procedures in the school EOP.

An example of considering the vulnerability of the situation is examining how students are supervised. Effective student supervision can reduce the risk of serious injury and death from almost any threat. Improving supervision can reduce the impact of bullying, gang activity, dangerous medical emergencies, and natural threats/hazards, as well as incidents like weapons assaults that are often linked to poor student supervision. Many school weapons assaults occur during fights, which can often be averted with good student supervision.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.16

Assessing Policy and Procedures

- **Examine your response procedures:**
 - Do they include lockdown? Evacuation? Crowd control?
 - Are they adequate for the identified threats/hazards?
 - Are they easy to implement?
- **Consider other preparedness measures:**
 - Emergency kits with site and floor plans.
 - Conducting drills with law enforcement and emergency responders.



FEMA
Visual 3.16
Multihazard Emergency Planning for Schools (G364)

Key Points

As part of your assessments, you should review the policy and procedures the school has in place for responding to emergencies.

- **Are they adequate** for the threats and hazards identified in your threat/hazard analysis? Do they include lockdown, evacuation, and other response protocols appropriate for the threats and hazards of concern? (For example, if you identified earthquakes as a potential hazard for your school, do you have response procedures for earthquakes?)
- **Are they effective and easy to implement?** Drills with law enforcement, fire, and other emergency responders are a good way to test response procedures. Consider conducting drills at different times, such as:
 - Lunch period when cafeterias are occupied.
 - During class changes.
 - Recess or gym classes.
 - Arrival and dismissal times.
 - After school hours (i.e., dances, theater, athletic events).
- **Are they thorough?** For example:
 - Do they take into account the needs of all individuals who may be present in the school, including those with specific needs?
 - Do they address different situations, times of day, and venues, including special activities?
 - Are there procedures for crowd control and other related issues?

Consider other preparedness measures the school can take to reduce vulnerability, such as preparing emergency kits that include site plans, or establishing standard messages for crowd control.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.17

Getting Ready for a Site Walk-Through

- Make a plan and schedule.
- Develop a systematic assessment approach.
- Prepare a sketch or graphic of the facility.
- Gather supplies.



 **FEMA** Visual 3.17
Multihazard Emergency Planning for Schools (G364)

Key Points

When planning the assessment, make sure your assessment plan considers those situational factors that result from a school being a dynamic environment. Do this at the beginning to help focus your attention on vulnerabilities during the walk-through. When planning the assessment:

- Make a plan and a schedule.
- Develop a systematic approach to conducting the assessment.
- Prepare a sketch or graphic of your school. If a prior site survey is not available, create your own maps to organize the inspection:
 - **Map outside areas.** Walk off the dimensions and include boundaries, streets, walkways, parking areas, playgrounds, landscaping areas, and other features.
 - **Diagram the building, with a separate graph for each floor.** Mark doors and windows, and include rooms, open spaces, passageways, and other security-related features.
- Gather all the supplies you will need for the assessment. A list is provided on the next page.

Unit 3. Understanding the Situation

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.17 (Continued)

Walk-Through Supply Checklist	
Supplies	Description
Flashlight	One for each team member.
Screwdriver	A tool with a tip or point.
Paper and pen	A three-ring binder with paper or survey forms is better than a clipboard or a legal pad because it allows you to flip back and forth through pages as needed.
Digital camera	A camera for taking basic close-up photos. Have a fully charged battery with a spare. A camera with an optical viewfinder (not only an LCD screen) allows easier viewing in a variety of light conditions.
Keys and codes	You will need to be able to open up every door and space, unless it is a private office space. Have all the keys or codes, or a master key or code, or have a maintenance person available to unlock doors. Key control is a process that needs to be assessed as well.
School EOP or procedures	Any directions, advice, or suggestions provided to users of the space should be checked during the assessment to see if they appear to be valid and appropriate.
Cell phone and a list of contact numbers	Have a way to contact facility staff in case there is need for notification or questions during the assessment.
Binoculars	Binoculars can be very helpful in inspecting things from a distance, such as checking a security camera that is mounted high on a rooftop.
Laser rangefinder	Laser rangefinders can be used to quickly measure distance, such as an evacuation site for an explosives-related incident.
Moist hand wipes	Doing a thorough assessment can be dusty or dirty work.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.18

Conducting a Walk-Through

- Consider each area from the viewpoint of:
 - People who will be using the space.
 - Potential perpetrators intending harm.
- Stand or sit and thoroughly observe the area.
- Make notes about each space.
- Do not rush, even in familiar areas.



 **FEMA**  Visual 3.18
Multihazard Emergency Planning for Schools (G364)

Key Points

Identifying a standard approach for assessing each area is important and necessary to ensure you cover all areas.

- Consider the area from the viewpoints of people who will be using the space and a person who intends harm.
- In each space, stand or sit and thoroughly observe the area.
- Make notes about potentially problematic conditions you observe. Consider:
 - How is the space typically used, and by whom? Are there other uses to consider?
 - Does some aspect of the space increase the risk or worsen the consequences?
 - Are there protective aspects of the space that should be noted?
 - What actions could correct or reduce a problem?
 - What emergency procedures are needed?
- Before leaving an area, do one more walk-through. Do not rush, even in familiar areas.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.19

Assessment Areas

- Neighborhood
- Vehicle and parking areas
- Outdoor recreation areas
- Building exterior and interior
- Entry and access control
- Information and cyber security
- Communications systems
- Emergency procedures



FEMA
Visual 3.19
Multihazard Emergency Planning for Schools (G364)

Key Points

Be comprehensive. When conducting your assessments, make sure you address all areas. One way to do this is by working from the outside in.

- Consider the surrounding neighborhood, street, walkways, and property perimeter.
- Assess parking and drop-off areas, playgrounds, and other areas adjacent to the building.
- Check the building exterior (including all doors and windows) and roof.
- Check the building interior:
 - Start at front door and work inward.
 - Check hallways, classrooms, offices, open areas (auditoriums, gyms), food service areas, maintenance areas, and meeting room areas.
 - If the building has more than one level, have a plan to check all floors.

Use CPTED principles. As you conduct your walk-through, use the Crime Prevention Through Environmental Design (CPTED) principles to develop questions for each area. CPTED involves:

- **Natural surveillance:** Ability to see what is occurring in a particular setting.
- **Natural access control:** Ability to restrict who enters or exits an environment.
- **Territorial reinforcement:** Ability to demonstrate ownership of and respect for property.
- **Management and maintenance:** Ensuring building services function properly and safely, and exterior is properly maintained and organized with landscaping and plantings maintained and trimmed.

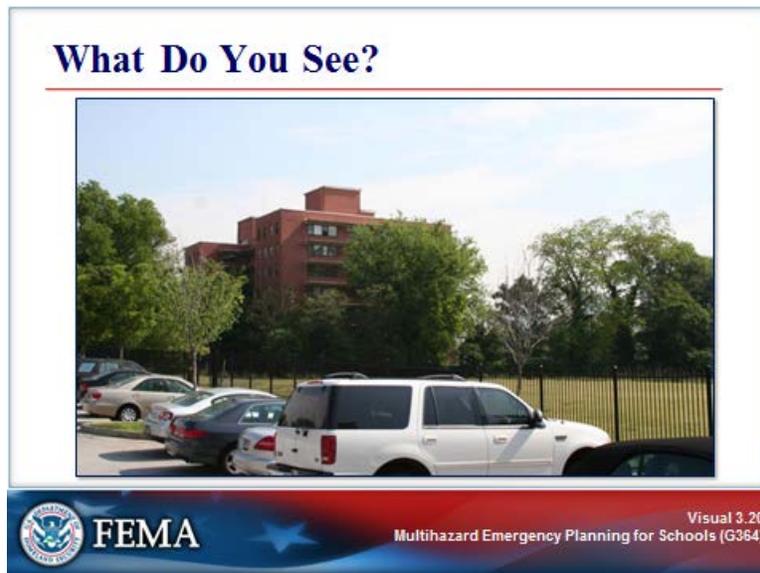
Using CPTED principles helps the team focus on how a physical environment can positively influence human behavior.

Unit 3. Understanding the Situation

Your Notes:

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.20



Key Points

Your site assessment should include outdoor spaces that may affect security, such as:

- Parking and traffic areas.
- Outdoor activity areas such as playgrounds, athletic areas, courtyards, walkways, and other areas where students or staff could be at risk.
- Landscaping and lighting.
- Building surroundings.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.21



Key Points

Consider the photograph. What do you see that is positive? What are areas of concern?

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.22



Key Points

Consider the photographs. Are there any areas of concern?

The following checklist will give you an idea of the types of details to look for as you conduct your assessment.

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.22 (Continued)

Assessment Checklist	
Vehicle and Parking Areas	<ul style="list-style-type: none"> <input type="checkbox"/> Are loading, drop-off, and fire zones clearly marked? <input type="checkbox"/> Do parking lots have physical barriers and adequate lighting? <input type="checkbox"/> Can they be viewed from the building or monitored by security?
Building Exterior	<p>Look carefully at the exterior of each building at your facility. Walk around the buildings checking for any means of access, including doors, windows, garage bays, and rooftop access.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can the building be accessed from multiple entrances or only one main entrance? <input type="checkbox"/> When are doors kept open, and when are they locked? Are they monitored? <input type="checkbox"/> Are windows accessible from the outside? Can they be used to gain access to the building? Are they protected? <input type="checkbox"/> Is there access to the roof?
Outdoor Areas	<p>Students spend a lot of time outside (breaks or recess, pick-up and drop-off, physical education classes, sporting events, etc.), so your school outdoor areas need to be assessed based on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Surveillance or supervision. Can the activity areas be observed and monitored from the building? <input type="checkbox"/> Unauthorized access restricted. Are the areas clearly defined? Are there protective barriers? Are there emergency escape gates? <input type="checkbox"/> Vehicular access restricted. Are the nearby/adjacent vehicle areas restricted to only certain vehicles? <input type="checkbox"/> Emergency vehicle access. Is there a way for emergency vehicles to access the areas? <input type="checkbox"/> Suspicious activity. Individuals who want to cause harm often engage in hostile surveillance on their potential targets. School staff members need to pay serious attention to anyone attempting to photograph your school. Someone examining your school (or looking closely at the people arriving at or leaving from your building) should be cause for concern. If you spot someone you believe may be doing surveillance on your facility, contact law enforcement immediately.
Access Points	<ul style="list-style-type: none"> <input type="checkbox"/> Is the number of access points limited, while still maintaining compliance with fire codes? <input type="checkbox"/> Have entry points been established where a staff member has the ability to visually identify the person entering. <input type="checkbox"/> Are there physical safeguards such as locks on all doors (interior and exterior), windows with quick-release capability, and safe areas for assembly and refuge?

CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.22 (Continued)

Assessment Checklist (Continued)	
Entry and Access Control	<ul style="list-style-type: none"> <input type="checkbox"/> Signage to preferred entrances—Do signs spell out access and check-in requirements? <input type="checkbox"/> Controlled number of unlocked entrances—Are the unlocked areas limited to only those required? Can internal doors be secured until visitors confer with a staff member to gain entry? <input type="checkbox"/> Alarms or other notification systems—Can outdoor areas receive notifications? Are alarms functioning? <input type="checkbox"/> Access control systems—Have high-tech and/or low-tech access solutions been implemented? <ul style="list-style-type: none"> <input type="checkbox"/> High-tech: badging technology for staff, students, volunteers, and contractors; and visitor management systems, electronic access control, CCTV systems. <input type="checkbox"/> Low-tech: limiting access to certain doors, making sure the entrance is visible to staff, having a person at the front door with access to 911, assigning hall duty. <input type="checkbox"/> Locked, secured, and reinforced windows. Do windows allow observation of courtyards, grounds, and parking lots, especially from administration areas and classrooms? Do windows lock securely? Can windows be locked half-open?
Information and Cyber Security	<p>Controlling information and protecting from cyber-attacks includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sensitive information such as building plans, response procedures, and personally identifiable information: <ul style="list-style-type: none"> <input type="checkbox"/> Are there measures to control who has access? <input type="checkbox"/> Is disclosure of sensitive information done on a "need to know" basis? <input type="checkbox"/> Are there controls on what gets posted to a Web site or through social media? <input type="checkbox"/> Protective cyber security measures to address potential cyber threats, such as: <ul style="list-style-type: none"> <input type="checkbox"/> Firewalls and virus protection systems. <input type="checkbox"/> Password procedures. <input type="checkbox"/> Information encryption software. <input type="checkbox"/> Computer access control systems. <input type="checkbox"/> Intrusion detection systems.
Communications Systems	<p>Being able to respond promptly, accurately, and confidently during an emergency and in the hours and days that follow is critical. When assessing communication systems, consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mass notification systems and procedures. PA announcements, two-way radios, and mass communications technologies ensure timely, accurate information can be conveyed to both staff and parents during emergencies or crisis situations.

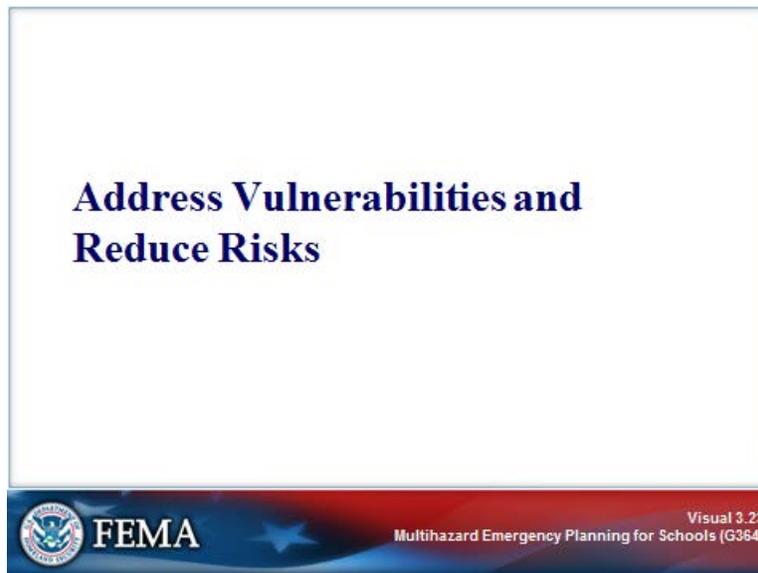
CONDUCT SITE ASSESSMENTS TO IDENTIFY VULNERABILITIES

Visual 3.22 (Continued)

Assessment Checklist (Continued)	
Communications Systems (Continued)	<ul style="list-style-type: none"> <input type="checkbox"/> Communications system for staff. Alerts should be targeted, provide informative and detailed content, and include specific and extensive instructions on how to behave given the threat situation at hand. <input type="checkbox"/> Communication system testing. Procedures and policies should include how and when the communication system will be tested. <input type="checkbox"/> Backup, redundant systems. Procedures and policies should include backup systems and redundancy. The backup system may be very low tech: megaphones, whistles, sandwich boards, etc. <input type="checkbox"/> Communications plan and rumor control. Crisis communications plans need to incorporate external media messaging and an organizational spokesperson trained in dealing with crisis situations.
Emergency Procedures	<p>Review the emergency procedures. Have procedures been developed for the following?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lockdown procedures: <ul style="list-style-type: none"> <input type="checkbox"/> Full lockdown procedures. <input type="checkbox"/> Preventive lockdown procedures. <input type="checkbox"/> Policy for announcing an immediate lockdown to staff and teachers. <input type="checkbox"/> Ease of implementation. <input type="checkbox"/> Standard messages or commands for crowd control: <ul style="list-style-type: none"> <input type="checkbox"/> Does your school have standard messages established? <input type="checkbox"/> Do you have a plan to manage crowds including students, staff, and families? <input type="checkbox"/> Evacuation: <ul style="list-style-type: none"> <input type="checkbox"/> Do evacuation systems include: escape routes? an evacuation team? procedures to account for staff, students, clients, and visitors? communication devices and alternatives? <input type="checkbox"/> Are emergency exits and evacuation routes clearly marked? <input type="checkbox"/> Are individuals designated to coordinate evacuation? <input type="checkbox"/> Do emergency kits include site and floor plans? <input type="checkbox"/> Drills with law enforcement and first responders: <ul style="list-style-type: none"> <input type="checkbox"/> Are there protocols for security drills? <input type="checkbox"/> Do drill procedures include protocols for the following? <ul style="list-style-type: none"> ▪ Lunch period when cafeterias are occupied. ▪ During class changes. ▪ Recess or gym classes. ▪ Arrival and dismissal times. ▪ After school hours (i.e., dances, theater, athletic events).

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.23



Key Points

After identifying potential threats, hazards, and vulnerabilities, it is important to develop practical strategies for enhancing protective measures. If your situation is like most, the existing building structure and budgetary restrictions may limit how elaborate your solutions can be. However, thinking creatively may reveal a wide array of security alternatives that are very cost effective to address your vulnerabilities and reduce risk. Examples include:

- Using environmental solutions to improve access control.
- Developing procedures to improve security, and consistently enforcing existing protocols.
- Taking advantage of in-house capabilities to correct physical vulnerabilities.
- Combining technology solutions with simple, low-tech alternatives.
- Partnering with the community to develop shared strategies.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.24



Key Points

People are the key. Your strategies to address vulnerabilities begin and end with people—your greatest security asset. They are what make your security and safety measures work. For example, an alarm is useful only if it is turned on and people respond to it. Effective programs:

- Foster a broad sense of responsibility and security awareness among everyone involved.
- Help students, staff, and families recognize that they have a personal stake in and responsibility for maintaining a safe environment.
- Empower students, staff, and families to make a difference through observation, action, and reporting.
- Foster a climate of mutual respect.

Multi-tiered approach. School climate can be enhanced by a multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. A multi-tiered approach includes:

1. **Schoolwide** interventions that focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
2. Interventions that target **groups of students** who are at elevated levels of risk or exhibiting problem behavior (such as bullying).
3. Interventions that target **individual students**, including traumatized youths, who are at higher levels of academic and social-emotional behavioral need and risk.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.25

Creating a Climate of School Safety

- Cultivate a climate of trust, listening, and mutual respect.
- Involve the whole school community.
- Establish clear policies on behavior, including bullying.
- Use interdisciplinary teams of trained professionals to evaluate potential behavioral threats and determine effective responses.
- Provide supportive interventions to potential offenders.

FEMA
Visual 3.25
Multihazard Emergency Planning for Schools (G364)

Key Points

Remember that emergency preparedness entails efforts in five key areas: prevention, protection, mitigation, response, and recovery. Creating a climate of school safety serves as a **preventive measure**.

There is an important human element in the school safety and security environment. Schools need to maintain awareness of current behaviors and analyze past incidents as potential indicators of issues that should be addressed before they become more serious. Creating a climate of school safety involves:

- Cultivating a climate of trust, listening, and mutual respect among the entire school community.
- Establishing clear policies on behavior, including bullying, cyber-bullying, sexting, and other actions that create a negative climate.
- Setting up a threat assessment process to evaluate potential behavioral threats, determine effective responses, and provide supportive interventions to potential offenders.

A **school threat assessment** analyzes student communication and behaviors to determine whether or not a student poses a risk to themselves or others. These assessments are often conducted by multidisciplinary threat assessment teams.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.25 (Continued)

The school threat assessment process:

- Should be conducted by an interdisciplinary team of trained professionals.
- Should be supported by clear policy and protocols for exploring allegations of actual or potential violence.
- Depends on a climate of trust between youth and adults.
- Consists of evaluating a threat, reaching a conclusion regarding threat level, and determining an effective response.
- Should be ongoing so as to address potential behavior issues before they lead to unsafe situations.

Source: Vossekuil, B., Fein, R.A., Reddy, M., Borum, R., & Modzeleski, W. (2002, May). The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States. U.S. Secret Service and U.S. Department of Education. Washington, DC.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.26

Promoting a Safe, Secure Environment

- Educate on detecting potential threats.
- Establish procedures for reporting and investigating potential threats.
- Encourage reporting security concerns.
- Enlist parents and students.



 **FEMA**  Visual 3.26
Multihazard Emergency Planning for Schools (G364)

Key Points

In promoting an environment of safety and security, it is important to balance security and safety with the mission of learning. In promoting a safe and secure environment, you will need to:

- Educate students and staff on how to detect potential threats.
- Establish mechanisms for reporting and investigating potential threats.
- Encourage reporting of safety and security concerns.
- Enlist parents and students to help implement protective measures.

For example, evaluating student supervision is an important safety and security consideration. Effective student supervision can reduce the negative impact of almost any threat or hazard, including:

- Natural threats/hazards.
- Bullying.
- Gang activity.
- Dangerous medical emergencies.
- Weapons assaults. Many school weapons assaults occur during fights, which can often be prevented with good student supervision.

In addition, people who are being properly supervised can be more quickly secured or evacuated from danger.

ACTIVITY: SAFE AND SECURE ENVIRONMENT

Visual 3.27

Activity: Safe and Secure Environment

Instructions: Working in your school teams . . .

1. Describe a practice in your school that promotes a safe and secure environment for your staff and students.
2. Be prepared to share your practice in 10 minutes.



 **FEMA** Visual 3.27
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity allows you to describe a practice in your school or district that helps promote a safe and secure environment.

Instructions:

1. Describe a practice in your school or district that promotes a safe and secure environment for your staff and students.
2. Be prepared to share your practice in 10 minutes.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.28

Protection



- Use in-house capabilities and environmental solutions to correct physical vulnerabilities.
- Combine technology solutions with simple, low-tech alternatives.
- Develop procedures to improve security.
- Consistently enforce existing protocols.
- Partner with the community to develop shared strategies.

 **FEMA** Visual 3.28
Multihazard Emergency Planning for Schools (G364)

Key Points

Protection involves taking actions to avoid an incident, stop an incident from occurring, or protect people from the impact of an incident. Protection should begin before an incident occurs at the school and continue during and after the incident.

For key vulnerabilities at your school or in the community, determine measures that you can take to protect against the hazard happening. Examples include:

- Using in-house capabilities and environmental solutions to correct physical vulnerabilities.
- Combining technology solutions (such as closed-circuit TV) with simple, low-tech alternatives (such as setting up a visitor screening process).
- Developing procedures to improve security.
- Consistently enforcing existing protocols (e.g., do not allow staff to prop open doors that should be locked).
- Partnering with the community to develop shared strategies.

Lessons learned after an incident can help identify additional strategies that may benefit your school.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.29

Mitigation

Structural Measures

- Use fire-retardant materials in new construction
- Elevate structures above the floodplain
- Remove unnecessary overhanging features that allow access to roof
- Strengthen parapet walls on old masonry buildings
- Construct safe rooms or shelters

Nonstructural Measures

- Anchor bookcases
- Secure overhead fixtures
- Elevate utilities above the floodplain
- Separate chemicals that are dangerous if mixed
- Install systems to allow for easy lockdown
- Place shatter-resistant film on existing windows
- Cut vegetation to reduce fire risks and improve security

FEMA
Visual 3.29
Multihazard Emergency Planning for Schools (G364)

Key Points

If protection is not possible, consider whether the effects of the hazard can be mitigated. As described in Unit 2, **mitigation** is an action taken to reduce or eliminate the long-term risk to human life and property from threats/hazards.

Mitigation measures for school buildings can help address threats, hazards, and security vulnerabilities. Mitigation measures may be structural or nonstructural.

Structural Mitigation Measures: Measures taken to protect primary building structures.

Structural Mitigation in Action #1: After Hurricane Wilma, the Glades (Florida) School District was able to return students to classes while those in a neighboring district waited another 2 weeks despite having had less hurricane damage. The Glades district had switched from the traditional, manufactured-home-type model to a concrete, portable, stand-alone classroom with poured concrete walls tied to a secured foundation. The unit sustained minor damage to only one corner of the metal roof. The rest of the building was untouched.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.29 (Continued)

Structural Mitigation in Action #2: Jefferson Elementary School in Kansas established an emergency shelter/safe room from a multipurpose room that was constructed with precast concrete wall panels and precast concrete double-T beams. A unique feature of the Jefferson Elementary shelter is the protective alcove at the shelter entrance, which minimizes the potential for wind and debris damage to the exterior door and latching system. A sign at the entrance identifies the shelter as “Tornado Safe Area.” Adequate signage is critical for users to readily find and enter the shelter.

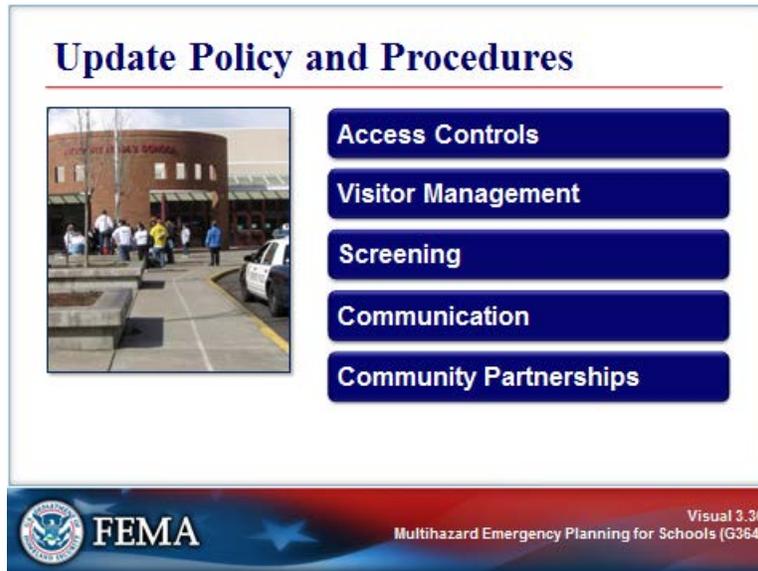
Nonstructural Mitigation Measures: Measures taken to protect any portion of the building not connected to the superstructure.

Nonstructural Mitigation in Action #1: The Redlands (California) School District has numerous portable rolling cabinets. The portable cabinets are used for supplies that are moved between classrooms. Although these cabinets have foot locks, a potential tipping hazard remains. Hence, a custom-designed strapping and floor attachment system was developed to stabilize cabinets during use but still allow for portability. Life safety is the primary benefit of securing rolling cabinets because injuries, and even deaths, may be averted through this type of mitigation.

Nonstructural Mitigation in Action #2: Natural gas leaks may present a significant hazard in some schools. Puget Sound Energy is working with the Seattle (Washington) School District to review the merits of automatic vs. manual shutoff valves in an effort to minimize the risk of these leaks. The district has installed three shutoff valves in two schools.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.30



Key Points

Based on the site assessment, it may be necessary to update your school's policy and procedures. The following are selected examples of strategies in five key areas:

Access controls:

- Install mechanisms that lock doors automatically and alarms that alert when doors are inadvertently left open.
- Educate students, staff, and parents/guardians about access control procedures.
- Use environmental control measures, such as landscaping, signs, posters, and diagrams, to channel people into the check-in area.

Visitor management:

- Set up visitor screening protocols that include sign-in, sign-out, visitor passes, and escort procedures. Require service people and vendors to abide by the protocols.
- Implement photo identifications for staff.
- Provide training in how to engage unrecognized individuals and guide them toward visitor check-in.

Screening:

- Train staff in visual weapons screening techniques to spot suspicious activity and persons carrying a weapon.
- Screen all persons who enter the school after hours.

Communication:

- Enable the main office to notify all areas of the facility in the event of an emergency.
- Be sure outdoor areas such as playgrounds can receive notifications.
- Provide for two-way communication between the main office and other areas.

ADDRESS VULNERABILITIES AND REDUCE RISKS

Visual 3.30 (Continued)

Community partnerships:

- Cultivate cooperative strategies with law enforcement, such as:
 - Joint monitoring of activities.
 - Surveillance patrols.
 - School resource officer (SRO) programs.
- Cultivate relationships with community partners for expertise and resources.

ACTIVITY: PLAN REVIEW SESSION

Visual 3.31

School EOP Review Session

1. Consider the following questions about your school EOP:
 - Does it identify natural, technological, and human-caused threats/hazards?
 - How well does it address identified threats/hazards and security vulnerabilities?
2. How do you stay informed of security vulnerabilities in your school and community?
3. Add action items to the worksheet, as needed.



Remember to use your instructors as resources!

 **FEMA**  Visual 3.31
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This plan development session will enable you to work on revising and enhancing the school EOP.

Instructions: Review your current EOP and answer the following questions:

1. Review your school EOP to address the following questions:
 - Does your plan identify natural, technological, and human-caused threats/hazards of concern to the school?
 - How well does your school EOP address identified threats/hazards and security vulnerabilities?
2. How do you stay informed of security vulnerabilities in your school and community?
3. Add any new tasks to the Action Item Worksheet.

Your Notes:

UNIT SUMMARY

Visual 3.32

Unit Summary

Key Learning Points

- Identifying and assessing threats and hazards helps schools develop protection and mitigation measures.
- Conducting assessments provides schools with an understanding of areas of weakness that could have adverse consequences.
- Identifying solutions to your threats, hazards, and vulnerabilities involves determining how critical the need is and what you can do.

Related Toolkit Resources 

 **FEMA** 
Visual 3.32
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Identifying and assessing threats and hazards helps schools develop protection and mitigation measures.
- Conducting assessments provides schools with an understanding of areas of weakness that could have adverse consequences.

Identifying solutions to threats, hazards, and vulnerabilities involves determining how critical the need is and what you can do.



Useful resources related to this unit are provided in the **Assessing Threats and Hazards** and **Addressing Vulnerabilities and Risks** sections of the toolkit.

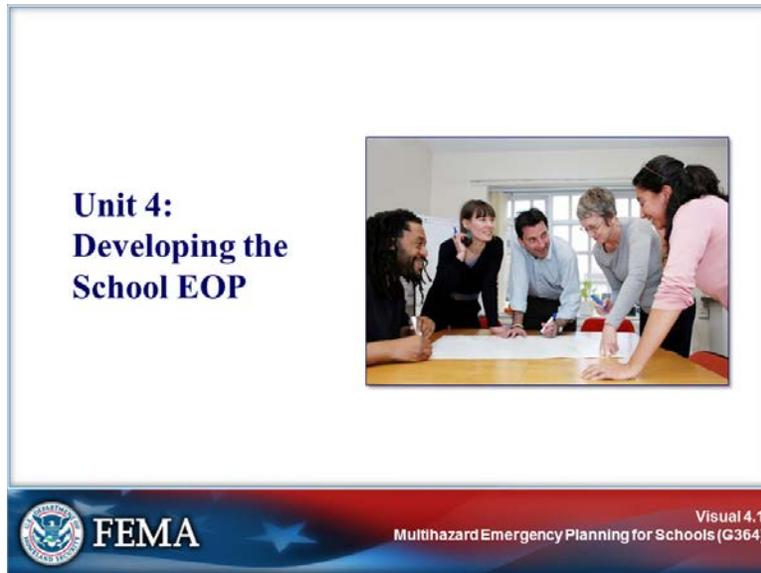
Unit 4 focuses on school EOP basic plan components.

**UNIT 4. DEVELOPING THE SCHOOL
EMERGENCY OPERATIONS PLAN**

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UNIT INTRODUCTION

Visual 4.1



Key Points

This unit provides an overview of the basic plan components as well as the plan review, approval, and dissemination process. You will have opportunities to review and/or enhance your existing EOP or develop an EOP.

UNIT INTRODUCTION

Visual 4.2

Unit Objectives

- Determine goals for the school EOP based on identified threats and hazards.
- Review, develop, and enhance the basic plan components of the school EOP.
- Identify the steps to review, approve, and disseminate the school EOP.

The slide footer features the FEMA logo on the left, the text 'FEMA' in a large font, and a blue star on the right. To the right of the star, the text 'Visual 4.2' and 'Multihazard Emergency Planning for Schools (G364)' is displayed.

Visual 4.2
Multihazard Emergency Planning for Schools (G364)

Key Points

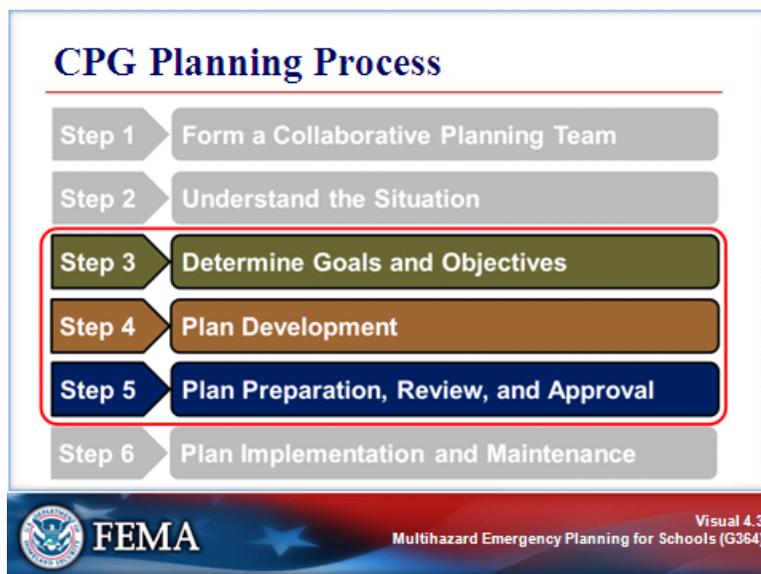
The basic plan portion of a school's EOP serves as an overview of the school's preparedness and response strategies.

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

- Determine goals for the school EOP based on identified threats and hazards.
- Review, develop, and enhance the basic plan components of the school emergency operations plan (EOP).
- Identify the steps to approve and disseminate the school EOP.

PLANNING PROCESS

Visual 4.3



Key Points

Earlier units in this course described the first steps in the CPG 101 planning process: forming the planning team and understanding the situation (threats, hazards, and vulnerabilities).

This unit will review the next three steps in the planning process:

- Determine goals and objectives.
- Develop the plan (identify courses of action).
- Prepare, review, and approve the plan.

The focus of this unit is the basic plan that is the basis of the school EOP; subsequent units will present information on the preparation of the annexes.

Use the Action Item Worksheet to help track and organize notes on the elements of your existing school EOP's basic plan based on information presented in this and the following units.

PLANNING PROCESS

Visual 4.4

Determine Goals & Objectives

Step 3 Determine Goals and Objectives

- **Goals are broad, general statements that indicate the intended solution to problems identified by planners during the previous step.**
- **Objectives are more specific and identifiable actions carried out during the operation.**

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Visual 4.4
Multihazard Emergency Planning for Schools (G364)

Key Points

In step 3, the planning team decides which threats, hazards, and vulnerabilities will be addressed in the school EOP. Once this decision is made, the planning team develops goals and objectives to address those threats, hazards, and vulnerabilities.

- **Goals** are broad, general statements that indicate the desired outcome in response to the threat, hazard, or vulnerability. The goals represent what personnel and other resources are supposed to achieve.
- **Objectives** are more specific and identifiable actions. Objectives lead to achieving goals and determining the actions that must be accomplished. Translating objectives into activities, implementing procedures, or operating procedures is part of planning.

By establishing goals and objectives for your school EOP, you should be able to:

- Establish metrics to help measure planning effectiveness.
- Identify priorities to be addressed by the planning team.
- Determine resources needed before, during, and after an incident.
- Identify when elements of the response are complete and when the operation is successful.

Just as with academic goals, school EOP goals and objectives should be **measurable**, **actionable**, and have a set **timeline** for completion.

The outcome of step 3 is at least three goals (i.e., before, during, and after) for each threat, hazard, or vulnerability, as well as objectives for each goal.

PLAN DEVELOPMENT

Visual 4.5

Plan Development

Step 4 Plan Development

Generate, compare, and select possible courses of action to achieve your goals and objectives.

- What goals and objectives are supported?
- Is the course of action feasible?
- Is the course of action acceptable to stakeholders needed to implement it?

FEMA
Visual 4.5
Multihazard Emergency Planning for Schools (G364)

Key Points

In step 4, Plan Development, the planning team identifies courses of action for accomplishing each of the goals and objectives from step 3.

Courses of action. Courses of action identify for each threat, hazard, or vulnerability: what, who, when, where, why, and how. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols to support these efforts. Courses of action are typically developed by:

- Depicting a scenario based on the threats, hazards, and vulnerabilities.
- Determining the amount of time available to respond.
- Identifying decision points that indicate when leaders anticipate making decisions.
- Developing courses of action to achieve the goals and objectives by answering the following questions:
 - What is the action?
 - Who is responsible for the action?
 - When does the action take place?
 - How long does the action take and how much time is actually available?
 - What has to happen before? What happens after?
 - What resources are needed to perform the action?
 - How will this action affect specific populations?
- Selecting the courses of action based on cost and benefit comparison.

PLAN DEVELOPMENT

Visual 4.5 (Continued)

Planning for specific populations. Plans must comply with the Americans with Disabilities Act. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov>.)

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including:

- Title VI of the Civil Rights Act of 1964.
- Title VI regulation of the Civil Rights Act of 1964.

Alternative solutions. When developing the plan, consider developing several alternative solutions for each identified hazard. One solution may speed the planning process but could provide an inadequate response, leading to more damaging effects on the school community and/or property.

PLAN DEVELOPMENT

Visual 4.6

Plan Preparation, Review & Approval

Step 5 Plan Preparation, Review, and Approval

- Write the school EOP using the courses of action.
- Review the school EOP.
- Obtain official approval of the plan.
- Disseminate the school EOP to community partners.

FEMA
Visual 4.6
Multihazard Emergency Planning for Schools (G364)

Key Points

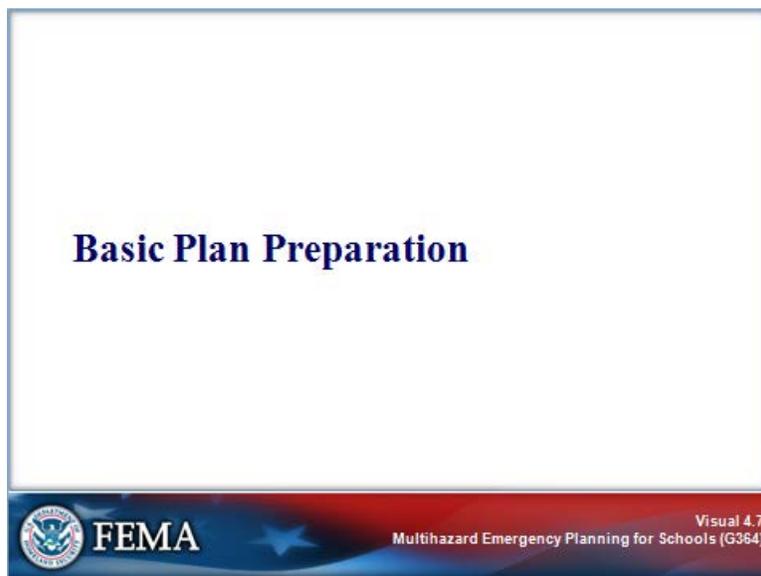
Once your planning team has determined the goals, objectives, and courses of action, it is time to start writing the school EOP.

In step 5 of the planning process, the planning team develops a draft of the school EOP using the courses of action identified in step 4.

This process typically involves developing an initial draft of the basic plan, functional annexes, and threat/hazard/incident-specific annexes and then working through successive drafts until the final draft is created. The final draft is circulated for review to obtain comments for improvement. When finalized, the plan is submitted for approval and disseminated.

BASIC PLAN PREPARATION

Visual 4.7

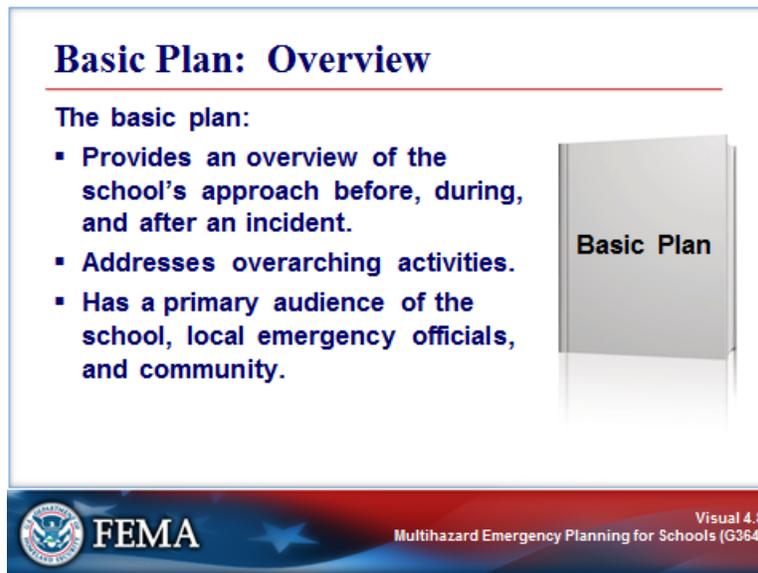


Key Points

This section of the unit will describe what to include in the basic plan portion of the EOP as outlined in CPG 101.

BASIC PLAN PREPARATION

Visual 4.8



Key Points

As described in Unit 2, the school EOP consists of three components: basic plan, functional annexes, and threat/hazard/incident-specific annexes.

- The basic plan:
 - Provides an overview of the school's approach to operations before, during, and after an incident.
 - Addresses the overarching activities the school undertakes regardless of the threat or hazard.
 - Has a primary audience of the school, local emergency officials, and the community (as appropriate).
- Functional annexes detail goals, objectives, and courses of action for functions that apply across threats and hazards.
- Threat/hazard/incident-specific annexes detail goals, objectives, and courses of action for a particular threat, hazard, or incident type.

Key point: The basic plan is a vital component of a school's EOP. Through a thoughtfully developed basic plan, a school will be able to gain an understanding of threats/hazards that might be faced, use agreed upon terminology, and have clarity in roles and responsibilities.

BASIC PLAN PREPARATION

Visual 4.9

Writing and Organization Strategies

- Keep language simple and clear.
- Provide appropriate detail.
- Create procedural documents to summarize important information.
- Develop accessible tools.
- Ensure that your school EOP is:
 - Organized.
 - Sequenced correctly.
 - Consistent.
 - Adaptable and compatible.



FEMA
Visual 4.9
Multihazard Emergency Planning for Schools (G364)

Key Points

Identifying the necessary sections and content is only one part of writing the school EOP. Plans must also be written to be user-friendly. School administrators and staff are more likely to use a plan when information is logically organized and easy to read. When writing the school EOP:

- **Keep the language simple and clear:**
 - Write in plain English.
 - Avoid jargon and minimize the use of acronyms.
 - Use short sentences and the active voice.
- **Provide detail that is appropriate to the target audience and the likelihood of the situation.** Provide guidance for carrying out common tasks as well as enough insight into intent and vision so that responders can handle unexpected events. Plans written for schools with high staff turnover may require additional detail.
- **Create procedural documents to summarize important information and provide the fine detail for staff.** Examples of procedural documents include small maps, flowcharts, or checklists of procedures developed specifically for teachers to use during an incident.
- **Develop accessible tools and documents.** Use appropriate auxiliary aids and services necessary for effective communication, such as accessible Web sites, digital text that can be converted to audio or braille, text equivalents for images, and captioning of any audio and audio description of any video content.

BASIC PLAN PREPARATION

Visual 4.9 (Continued)

Ensure that the school EOP is:

- **Organized.**
 - Can users find what they need?
 - Is all the information relevant?
 - Is the plan formatted clearly?
 - Is its content presented clearly?

- **Sequenced correctly.**
 - Can users understand the rationale for the sequencing?
 - Are users able to scan for information they need?

- **Consistent.**
 - Does each section use the same logical progression, or do users have to reorient themselves?

- **Adaptable and compatible.**
 - Is the information easy to use during unanticipated situations?
 - Can the information be applied or adapted to effectively respond to each unique situation?
 - Does the format promote or hinder coordination with local response agencies and personnel?

BASIC PLAN: THE BIG PICTURE

Visual 4.10



Key Points

Elements of a basic plan, as outlined in CPG 101, are listed below.

- **Introductory Material** includes a cover page, promulgation document/signature page, approval and implementation page, record of changes, record of distribution, and a table of contents.
- The **Purpose, Scope, Situation Overview, and Assumptions** section provides a rationale for the school EOP.
- The **Concept of Operations, or CONOPS**, clarifies the school's overall approach to an emergency and identifies specialized response teams and/or unique resources needed to respond to an incident.

We will begin with these first three elements. Together these elements summarize the “**big picture**” or the overall purpose and approach of the plan.

- **Organization and Assignment of Responsibilities** provides an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners.
- **Direction, Control, and Coordination** describes the framework for all direction, control, and coordination activities between schools, local fire, law enforcement, and emergency managers.

BASIC PLAN: THE BIG PICTURE

Visual 4.10 (Continued)

- **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.
 - **Communications** refers to the internal and external strategies and tools to communicate with stakeholders in the event of an emergency or incident.
 - **Administration, Finance, and Logistics** covers general support requirements and the availability of services and support for all types of emergencies. Examples of topics in this section include how to manage administrative controls, activity logs, vital records, and maintenance of financial records.
 - **Plan Development and Maintenance** outlines responsibilities for updating and maintaining the school EOP. This section would include a schedule for training, evaluating, reviewing, and updating the EOP.
 - **Authorities and References** provides the legal basis for emergency operations and activities. When the school EOP is approved, the procedures and policies within the document become legally binding.
-



See the Course Toolkit **Course Materials** section for the following resources:

- Sample School EOP.
 - Comprehensive Preparedness Guide 101.
 - Guide for Developing High-Quality School Emergency Operations Plans.
-

BASIC PLAN: THE BIG PICTURE

Visual 4.11

Basic Plan **Purpose, Scope, Situation, Assumptions**

- Provides a rationale for the development, maintenance, and implementation of the school EOP.
- Includes:
 - Plan purpose.
 - Plan scope.
 - Situation overview (threats/hazards summary).
 - Planning assumptions.

 **FEMA**  **Visual 4.11**
Multihazard Emergency Planning for Schools (G364)

Key Points

The Purpose, Scope, Situation Overview, and Assumptions section of the basic plan provides a rationale for the development, maintenance, and implementation of the school EOP. This section should include:

- **Purpose:** Sets the foundation for the rest of the school EOP. The Purpose is a general statement of what the EOP is meant to do. The statement should be supported by a brief synopsis of the basic plan, the functional annexes, and the threat/hazard-specific annexes.
- **Scope:** Outlines the scope of the school's emergency and disaster response (at what times or under what conditions this plan would be activated). Specifically, the scope includes:
 - A brief description of the school's response to incidents.
 - The entities (staff, superintendent, local government, etc.) with roles and responsibilities outlined in the plan.
 - The geographic areas covered in the plan, specifically school buildings and grounds.
- **Situation Overview:** Explains why an EOP is necessary. At a minimum, the situation section should summarize threats/hazards and vulnerabilities faced by the school. The Situation Overview covers:
 - The geographical and political jurisdiction of the school.
 - A brief synopsis of local hazards and past incidents.
 - A summary of potential, wide-reaching threats to the school community, such as pandemic flu.
 - Relative probability and impact of the threats and hazards.
 - Geographic areas likely to be affected by particular threats or hazards.
 - School population including those with access and functional needs.
 - Dependencies on parties outside the school for critical resources.
 - The school's capabilities and limits for preparing for and responding to the defined hazards.

BASIC PLAN: THE BIG PICTURE

Visual 4.11 (Continued)

- **Assumptions**: Identify what the core planning team assumed to be facts for planning purposes.

Obvious assumptions should be included but limited to those that need to be explicitly stated (e.g., do not state as an assumption that the hazard will occur; it is reasonable for the reader to believe that if the hazard was not possible, the plan would not address it).

Note: The level of detail to include in Purpose, Scope, Situation Overview, and Assumptions is a matter of judgment. Schools may wish to include additional overview or introductory information in the functional or threat/hazard/incident-specific annexes. Maps such as basic school floor plans and site maps should be included as appendixes to support the situation description and correctly outline the geographical areas of the school.

BASIC PLAN: THE BIG PICTURE

Visual 4.12

Basic Plan **Concept of Operations (CONOPS)**

Clarifies the purpose and explains the school's overall approach to an emergency (e.g., what should happen, when, and at whose direction).

FEMA Visual 4.12
Multihazard Emergency Planning for Schools (G364)

Key Points

The Concept of Operations (CONOPS) section of the basic plan is designed to clarify the purpose of the school EOP and explain the school's overall approach to an emergency (e.g., what should happen, when, and at whose direction).

The CONOPS describes how the school will protect students, staff, and visitors and should indicate:

- Who has authority to activate the school EOP (e.g., emergency management agency office, chief elected official, State official, fire/police chief).
- The process of school coordination with other agencies.
- How the school EOP takes into account those with disabilities and other access and functional needs.
- Other emergency plans that support the school EOP (e.g., hospital plans, facility plans).
- The purpose of:
 - Activities before an emergency to protect and mitigate the impact on life and property.
 - Action taken during an emergency to respond effectively.
 - Action taken after an emergency to recover.

BASIC PLAN: THE BIG PICTURE

Visual 4.12 (Continued)

- The sequence of action, including:
 - The process, templates, and individuals involved in issuing a declaration of emergency for a given hazard and how the declaration will be coordinated with neighboring jurisdictions and the State.
 - Activation of operations centers.
 - “Action levels” and their implications (if formalized in the jurisdiction).
 - Other response/support agency plans that directly support the implementation of this plan (e.g., hospital plans, facility plans).

- How requests for resources will be met, and by whom and under what circumstances will requests be made for additional aid from the State (this should include the process for declaring a state of emergency; any necessary forms should be contained in tabs).

- An overview of direction and control, alert and warning, continuity of operations (COOP) matters, or other activities that may be dealt with more fully in annexes.

ACTIVITY: SCHOOL EOP REVIEW

Visual 4.13

Activity: School EOP Review

Instructions:

1. Review the following sections of your school's EOP:
 - Purpose, Scope, Situation Overview, and Assumptions.
 - CONOPS.
2. Consider how well the plan presents:
 - The plan's purpose and importance.
 - Planning assumptions or facts.
 - The overall approach to an incident.
3. Identify what needs to be included in your plan.
4. Update your EOP.

 **FEMA**  Visual 4.13
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will give you an opportunity to review the Purpose, Scope, Situation Overview, and Assumptions and CONOPS sections of their school's EOP.

Instructions:

1. Review the following sections in your school plan:
 - Purpose, Scope, Situation Overview, and Assumptions.
 - CONOPS.
2. Consider how well the plan presents:
 - The purpose and importance of the plan.
 - Planning assumptions or facts.
 - The overall approach to an incident.
3. Identify what changes need to be made to the plan's:
 - Purpose, Scope, Situation Overview, and Assumptions section.
 - CONOPS section.
4. Update your plan.

ACTIVITY: SCHOOL EOP REVIEW

Visual 4.13 (Continued)

Note:

- Best practices are to:
 - Include a clear overview of the school hazards in the Situation Overview.
 - Describe techniques that the school has implemented to protect against or mitigate those hazards. (Refer back to your notes from the planning session in Unit 3 for threats/hazards, protection, and mitigation information.)
- Assumptions cover preincident, incident, and postincident concerns, and outline the plan limitations.
- CONOPS should define the strategy for implementing the National Incident Management System (NIMS) and the Incident Command System (ICS) during the initial response to an emergency.

BASIC PLAN: ROLES

Visual 4.14



Key Points

Now that you understand the elements of the basic plan that summarize the “big picture,” the next section of the unit will address the elements of the EOP that relate to **roles**:

- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination

BASIC PLAN: ROLES

Visual 4.15

Basic Plan

Organization & Assignment of Responsibilities

Includes:

- Broad roles and responsibilities of individuals during all emergencies.
- Informal and formal agreements.

FEMA

Visual 4.15
Multihazard Emergency Planning for Schools (G364)

Key Points

The purpose of Organization and Assignment of Responsibilities is to:

- **Provide a broad overview** of roles and responsibilities of individuals that apply during all emergencies. Examples include:
 - Principal and other school administrators.
 - Teachers.
 - Support personnel (instructional aides, counselors, social workers, psychologists, nurses, maintenance staff, school resource officers, cafeteria workers, bus drivers, etc.).
 - Parents and guardians.

When two or more departments perform the same kind of task, one should be given primary responsibility and the others should be given a supporting role. Organization charts, especially those depicting how the school will implement the Incident Command System (ICS), should be included to further clarify staff/faculty responsibilities.

- **Describe informal and formal agreements** in place for quick activation and sharing of resources during an emergency (e.g., evacuation locations to nearby business' parking lot). Agreements may be between the school and response groups, neighboring schools, organizations, and businesses.

Note that the specific procedures and assigned responsibilities for each procedure will be described in the functional annexes.

BASIC PLAN: ROLES

Visual 4.16

Roles and Responsibilities

Roles and responsibilities:

- **Pre-assigned and clarified.**
- **Consistent with the National Incident Management System (NIMS).**
- **Practiced frequently.**



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Visual 4.16
Multihazard Emergency Planning for Schools (G364)

Key Points

It is important that roles and responsibilities in the EOP be:

- **Pre-assigned and clarified.** Clearly define (by job title or qualifications) the person who will fill each role. Ensure that everyone understands his or her responsibilities and possesses the skills required to perform those functions.
- **Consistent with the National Incident Management System (NIMS).** NIMS provides a national framework for emergency response. Therefore, ensure that the roles outlined in the school EOP are consistent and compatible with those of emergency managers and first responders.
- **Practiced frequently.** As with any other educational subject, repetition is the key to long-term learning. Conduct regular training and exercises in order to ensure that school staff understand their roles and are able to carry out their responsibilities.

The independent study courses IS-100.SC and IS-700 provide more information on NIMS and ICS and are recommended to be taken prior to this course.



See the **Getting Ready for Planning** section of your Course Toolkit for a Staff Skills Survey and Inventory form that can be used to help identify applicable skills and assign appropriate roles and responsibilities.

BASIC PLAN: ROLES

Visual 4.17

Key Roles and Responsibilities

- Preparedness and planning roles
- Incident management roles
 - Senior Executive/Policy and Multiagency Group
 - Incident Commander
 - Public Information Officer
 - Liaison Officer
 - Safety Officer
 - Section Chiefs: Planning, Operations, Logistics, Finance and Administration

FEMA
Visual 4.17
Multihazard Emergency Planning for Schools (G364)

Key Points

Key roles and responsibilities defined in Organization and Assignment of Responsibilities include:

- **Preparedness roles.** You may want to identify roles and responsibilities as they relate to activities before an incident. In doing so, remember that the primary purpose of the school EOP is to focus on incident management.
- **Planning roles.** Examples include:
 - Intelligence/Information Gatherer: Conduct threat analysis and monitor the situation.
 - Policy Maker: Develop policies and procedures to reduce threats/risks.
 - Planner: Develop and maintain the school EOP.
 - Marketer/Communicator: Sell the concepts of planning and preparedness on an ongoing basis.
 - Trainer: Develop and implement training and exercises.
 - Finance Officer: Identify the cost/benefit of implementing preparedness measures.
 - Evaluator: Identify best practices and lessons learned.
- **Incident management roles.** Incident management (response and recovery) roles are filled based on the event or incident and which organization has the authority and expertise to management the incident. Therefore, incident management positions may be filled with school personnel and/or first responders.

The school EOP should define the incident management roles so that they may be filled internally or, if the situation warrants, by first responders and law enforcement personnel. Key roles are described on the next page.

BASIC PLAN: ROLES

Visual 4.17 (Continued)

- **Senior Executive (Superintendent, Principal, Emergency Manager, Elected Official, etc.):** Provides policy guidance on priorities and objectives based on situational needs and the school EOP. Oversees resource coordination and support to the Incident Commander.

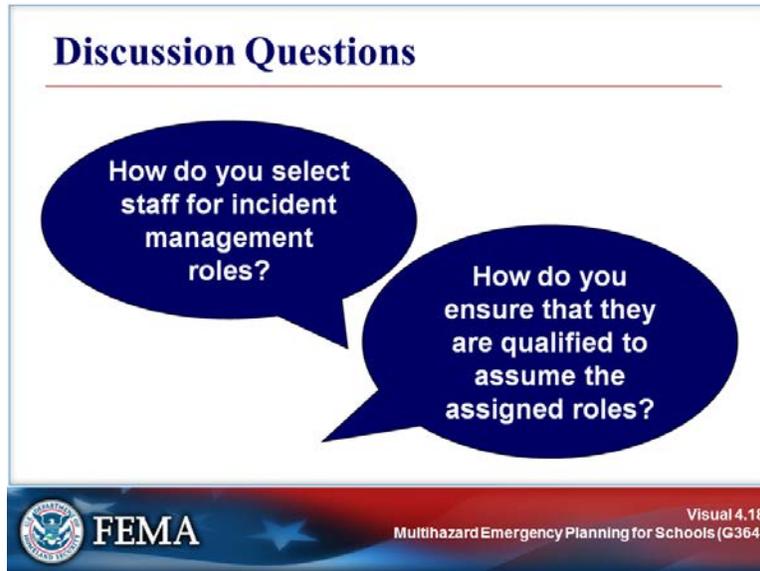
In complex incidents, a **policy group** or **multiagency coordination group** may convene to:

- Establish priorities for incidents.
 - Identify and resolve issues common to all groups responding to the incident.
 - Develop procedures to implement decisions.
 - Keep elected officials and other executives informed of the situation and decisions.
 - Inform response partners of decisions.
 - Provide factual information, both internally and externally.
- **Incident Commander:** Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.
 - **Public Information Officer:** Serves as the conduit for information to internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event.
 - **Liaison Officer:** Serves as the primary contact for supporting agencies assisting at an incident.
 - **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all assigned personnel.
 - **Operations Section Chief:** Establishes the tactics to meet the incident objectives and directs all operational resources.
 - **Planning Section Chief:** Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.
 - **Logistics Section Chief:** Provides resources and needed services to support the achievement of the incident objectives.
 - **Finance and Administration Section Chief:** Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

The roles and responsibilities listed above parallel those outlined in NIMS. Aligning roles with NIMS allows for better coordination with first responders, law enforcement, and emergency managers.

BASIC PLAN: ROLES

Visual 4.18



Key Points

Unit 4. Developing the School Emergency Operations Plan

BASIC PLAN: ROLES

Visual 4.18 (Continued)

Roles and Qualifications

Incident Management Role	Qualifications
Policy/Multiagency Coordination Group	<ul style="list-style-type: none">• Authority to set policy and commit resources.• Ability to:<ul style="list-style-type: none">○ Interface with other agencies.○ Be responsive to incident command needs and stakeholder concerns.
Incident Commander	<ul style="list-style-type: none">• Completion of ICS training.• Past experience as an incident responder.• Ability to:<ul style="list-style-type: none">○ Take command.○ Balance response initiatives with safety concerns.○ Motivate responders.○ Communicate clear directions.○ Size up the situation and make rapid decisions.○ Assess the effectiveness of tactics/strategies.○ Be flexible and modify plans as needed.
Public Information Officer	<ul style="list-style-type: none">• Completion of ICS training.• Media relations training/experience.• Authority as designated spokesperson.• Ability to maintain grace under fire.
Liaison Officer	<ul style="list-style-type: none">• Completion of ICS training.• Ability to represent the concerns and needs of all parties involved in a response.
Safety Officer	<ul style="list-style-type: none">• Completion of ICS training.• Worker safety and hazardous materials training/experience.• Ability to assess risk and develop safety measures.
Operations Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Past experience as incident responder.• Ability to:<ul style="list-style-type: none">○ Size up the situation and make rapid decisions.○ Communicate clear directions.○ Balance response initiatives with safety concerns.○ Lead and motivate responders.○ Assess the effectiveness of tactics/strategies.○ Be flexible and modify plans as necessary.

BASIC PLAN: ROLES

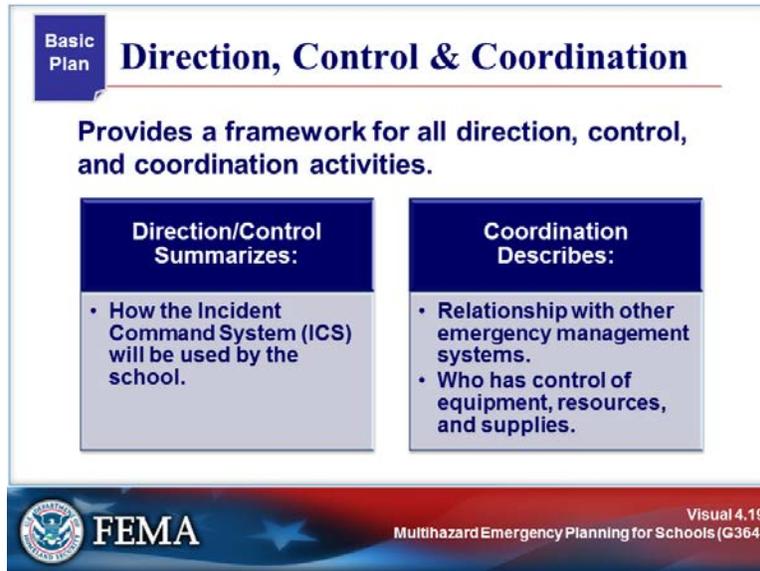
Visual 4.18 (Continued)

Roles and Qualifications (Continued)

Incident Management Role	Qualifications
Planning Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Ability to:<ul style="list-style-type: none">○ Organize and analyze information.○ Write clear, accurate documents.○ Interpret diagrams and maps.○ Develop and present briefings.○ Use computer-based applications including databases and spreadsheets.○ Direct others in a crisis.
Logistics Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.).• Ability to:<ul style="list-style-type: none">○ Organize and prioritize resource requests.○ Anticipate and plan for resource needs.○ Maintain records and documentation.○ Track resource requests.○ Solve resource problems creatively.○ Effectively communicate orally and in writing.○ Direct others in a crisis.
Finance/Administration Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Knowledge of workers' compensation, insurance claims, and contracting requirements.• Ability to:<ul style="list-style-type: none">○ Keep accurate accounting records.○ Purchase/contract for needed resources.○ Process insurance and workers' compensation claims.○ Effectively communicate orally and in writing.○ Direct others in a crisis.

BASIC PLAN: ROLES

Visual 4.19



Key Points

The Direction, Control, and Coordination section of the basic plan outlines the ways in which the school will coordinate with outside agencies and how the school EOP fits into other, related emergency plans. Specifically, the Direction, Control, and Coordination section describes:

- How the ICS structure will be used by the school.
- How the school EOP fits into the larger community—for example, how the school will coordinate with other emergency management systems (e.g., local fire, law enforcement, emergency managers)—and the State EOP.
- Who has control of equipment, resources, and supplies.

Key Point: Remember, the school EOP cannot stand alone; it must work in coordination with the district and local community EOP.

Planning teams often assume first responders such as law enforcement and similar community resources will be available in the event of a large-scale disaster and include them in the school EOP. However, these resources may be allocated to other parts of the community depending on the magnitude and severity of the disaster.

Planning teams must develop their school EOP in coordination with school district officials, law enforcement, fire, and emergency managers to identify resources, develop procedures, and ensure that the school EOP can operate in conjunction with district and local community EOPs.

BASIC PLAN: ROLES

Visual 4.20

Incident Coordination

Incident coordination should:

- Include the principal and other core positions.
- Use staff/faculty titles rather than individual names.
- Name specific organizations or agencies responsible for providing additional resources or assistance.



 **FEMA**  Visual 4.20
Multihazard Emergency Planning for Schools (G364)

Key Points

Coordination between schools and law enforcement, fire, and emergency managers is essential.

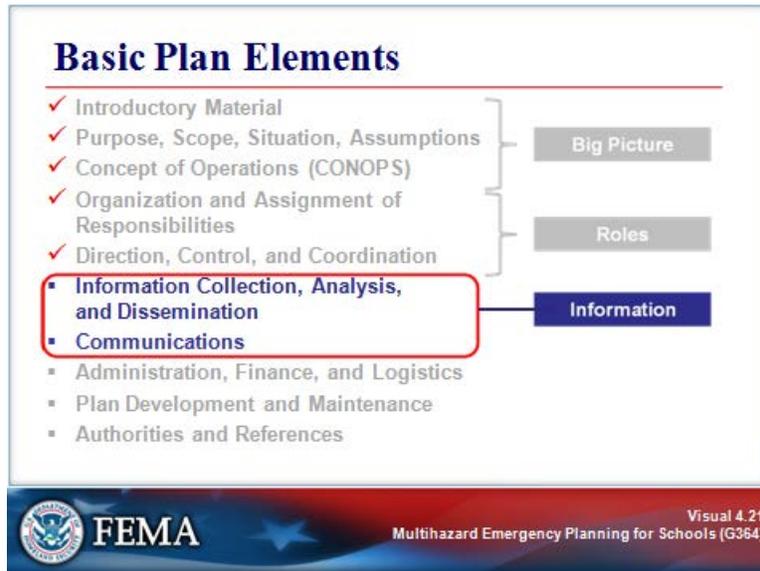
Incident coordination allows schools and first responders to successfully respond to an incident together by outlining how efforts will be coordinated across jurisdictions while allowing each jurisdiction to retain its own authority.

Incident coordination should:

- Include the school principal, building administrator, and other core positions within the school or school district.
- List staff/faculty job titles or qualifications, rather than individual names, to fill key roles. Specific individuals may be absent, injured, or otherwise unable to perform assigned responsibilities.
- Name the specific organizations or agencies responsible for providing additional resources or assistance.

BASIC PLAN: INFORMATION

Visual 4.21



Key Points

This section of the unit has described the elements of the basic plan that define key roles and responsibilities.

The next section of the unit will address elements of the plan that relate to sharing **information**—Information Collection, Analysis, and Dissemination, and Communications.

BASIC PLAN: INFORMATION

Visual 4.22

Basic Plan **Information Collection, Analysis, and Dissemination**

Addresses the role of information in the successful implementation of the activities before, during, and after an emergency.



 **FEMA** Visual 4.22
Multihazard Emergency Planning for Schools (G364)

Key Points

The Information Collection, Analysis, and Dissemination section of the basic plan addresses the role of information in the successful implementation of the activities before, during, and after an emergency.

BASIC PLAN: INFORMATION

Visual 4.23

Information

For each type of information, consider:

- What is the source?
- Who will analyze it?
- How is it collected and shared?
- What is the format when making it available?
- When should it be collected and shared?



 **FEMA** 

Visual 4.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Planning for information includes identifying the types of information that will be helpful before, during, and after an incident:

- **Before and during examples:** Weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration (NOAA) radio alerts, and crime reports.
- **After examples:** Web sites and hotlines for mental health, emergency management, and relief agencies.

For each type of information identified, the plan should provide answers to the following questions:

- What is the source of the information?
- Who analyzes and uses the information?
- How is the information collected and shared?
- What is the format for providing information?
- When should the information be collected and shared?

BASIC PLAN: INFORMATION

Visual 4.24

Basic Plan **Communications**

Enables clear, effective internal and external communication strategies between the school, staff, students, families, responders, school board members, and the media.

The slide features a collage of four images: 1) Three people in a meeting discussing documents. 2) A large group of people in a lecture hall or conference room. 3) A person in a military-style uniform interacting with a woman. 4) A woman in a red jacket talking to another woman.

FEMA Visual 4.24
Multihazard Emergency Planning for Schools (G364)

Key Points

Many problems in emergency management can be tied to a breakdown in communication. Communication is a critical part of emergency management and must include all stakeholders, as described below:

- **School staff and students** must be told what is happening and what to do.
- **Parents/guardians of students and families of staff members** need to be informed about the situation, including the status of their child or family member.
- **Law enforcement and other emergency services** need updated information to respond effectively.
- **School board members** must be kept informed and updated to transmit information to the central office and to other affected schools.
- **Media** must be informed and kept updated to report instructions and information to the wider community.

BASIC PLAN: INFORMATION

Visual 4.25

Communications

The basic plan presents the **framework** for delivering communications support, including:

- Internal communication with staff.
- External communication with families, responders, and the media.

Specific procedures and hardware details may be placed in an expanded communications annex.

FEMA
Visual 4.25
Multihazard Emergency Planning for Schools (G364)

Key Points

The Communications section of the basic plan describes the overall framework for communications used during emergencies.

It discusses the framework for delivering communications support and how the school's communications integrate into the emergency communications network.

NOTE: This basic plan section may be expanded as a Communications functional annex that includes specific protocols and procedures.

BASIC PLAN: INFORMATION

Visual 4.26

Internal Communication

- Describe methods for keeping staff informed.
- Identify actions to:
 - Address rumors.
 - Assist in the recovery process.



FEMA
Visual 4.26
Multihazard Emergency Planning for Schools (G364)

Key Points

The school will need to establish ways to communicate internally with school district officials and staff members in the event of an incident.

Rumor control: In addition to updating staff about the incident, an effective internal communications strategy also serves to curb rumors.

Rumors inevitably arise during incidents and emergencies. When accurate information is not available, rumors begin, and without facts people will speculate. Rumors can create a negative perception of the school's ability to manage the incident. The most effective strategy for combating rumors is to provide facts as soon as possible and assign only one spokesperson, or a Public Information Officer.

Administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers are primary sources of information and are likely to be contacted by the media and community members. An internal communications strategy should be developed and should include several ways to convey information to staff members, including:

- **Automated notification system:** An automated notification system allows school administrators to promptly call or page every staff member in the event of an incident.
- **Telephone trees:** Telephone trees can serve as a backup in case computer systems are down. A telephone tree is a list of staff members, their phone numbers, and their roles in the Incident Command System (if applicable). The first person on the list (usually the principal or Incident Commander) calls his or her pre-assigned staff members to relay what

BASIC PLAN: INFORMATION

Visual 4.26 (Continued)

is and is not known and what steps should be taken. These staff members continue passing along the principal's message to their pre-assigned contacts until everyone has been contacted.

- **Morning meetings:** A morning meeting is an opportunity for the Incident Commander to provide accurate, updated information about the situation and to review procedures with staff members.
- **End-of-day meetings:** A meeting at the end of the day allows the Incident Commander or other designated person to address concerns, provide updated information, and plan for the next day.

BASIC PLAN: INFORMATION

Visual 4.27

External Communication: Parents (1 of 2)

Before an incident, create:

- Outreach tools to explain procedures.
- Partnerships with qualified parent volunteers to assist during incidents.
- Templates and procedures for disseminating incident information.



Visual 4.27
Multihazard Emergency Planning for Schools (G364)

FEMA

Key Points

Parents and guardians want to know their children are safe at school. They want to be:

- **Assured** that the school district is prepared to respond to an incident.
- **Advised** on how they can be prepared for a school emergency.
- **Informed** on how they can get important information during a school emergency.
- **Educated** about key terms that will be used during a school emergency (e.g., lockdowns, shelter-in-place, family reunification).
- **Provided** with guidelines on what will be needed to pick up their child in the school or at an alternate location should the school be evacuated.

Communicating with families about how the school will respond to an incident begins before disaster strikes.

Before an incident, schools should strive to accomplish this goal by creating:

- **Outreach tools** to explain the school's EOP and procedures (including tools for people who have vision or hearing disabilities or limited English proficiency).
- **Partnerships** with qualified family volunteers to assist during incidents.
- **Templates and procedures** for disseminating information to families (e.g., text messages, television, radio, phone). Parents/guardians need to be made aware of their responsibilities and procedures to follow, such as family reunification, during an emergency.

BASIC PLAN: INFORMATION

Visual 4.27 (Continued)

Identifying communication strategies. Schools need to consider the best way to communicate different types of information with families. Technology used to communicate with parents may include:

- A school or district Web site.
- Local cable access channel.
- Automated phone system.
- Automated text messaging or email list.
- Subscription parent information center (that might also include electronic newsletters, online grade books, etc.).

It is important to remember that technology-based information systems may become overloaded during a large-scale incident (or may not be operational in the event of power outages). Therefore, multiple systems should be established for distributing information, such as sandwich board signs or other “low-tech” strategies.

Preparation and practice. Schools need to take steps to ensure that communication strategies will work, and practice using these strategies before an incident happens. For example:

- If the school plans on using text messaging to send instant alerts about an incident, the school must ensure that all parents/guardians understand texting and can receive text messages.
- If the school plans on sending updates via email, all parents must provide an address and know to check their messages.

Practicing ahead of time ensures all parents will be able to obtain important information.

BASIC PLAN: INFORMATION

Visual 4.28

External Communication: Parents (2 of 2)

- **During** an incident:
 - Activate established communications systems.
 - Provide instructions and details as they become available.
- **After** an incident: Conduct a question-and-answer session.

How will your school speak with parents during an incident?

FEMA
Visual 4.28
Multihazard Emergency Planning for Schools (G364)

Key Points

During an incident, schools will be expected to communicate critical information to parents/guardians. To accomplish this, schools should:

- Activate communications systems to describe what is known about an incident and how the school is handling it.
- Provide instructions and/or additional details as they become available using predetermined communications tools.

For example, if a school's EOP specifies sending text messages to notify parents/guardians in the event of an emergency, sample messages might read:

- Emergency Message – Springfield School. Power outage in main school facility. Utility crew on scene. No injuries reported. Families will be notified when emergency has passed.
- Emergency Message – Springfield School. All clear. Utility crew has restored power. Normal activities have resumed.

After an incident, the school may wish to conduct a question-and-answer session for parents and guardians. A question-and-answer session can be an opportunity for schools to discuss lessons learned as well as next steps.

BASIC PLAN: INFORMATION

Visual 4.29

External Communication: Responders

Develop procedures with responders for:

- Transferring command.
- Ensuring interoperable communications.
- Coordinating public information and outreach efforts.

What systems will your school use to communicate with responders?

FEMA
Visual 4.29
Multihazard Emergency Planning for Schools (G364)

Key Points

Routine and frequent communication with external response agencies is essential throughout the planning process. This section of the school EOP should include procedures that have been developed in advance with first responders for:

- **Transferring command.** Procedures should be established to facilitate the transfer of command between the school and first responders. For example, in the case of an intruder or hostage situation, the initial Incident Commander may transfer command upon the arrival of an Incident Commander from the authorized law enforcement agency. When the situation is resolved, the law enforcement Incident Commander may transfer command to a school Incident Commander to oversee the reunification process and provision of crisis counseling.
- **Ensuring interoperable communications.** It is critical to ensure that schools and emergency management/response personnel are able to communicate within and across agencies via voice, data, or other systems when needed, and when authorized.

BASIC PLAN: INFORMATION

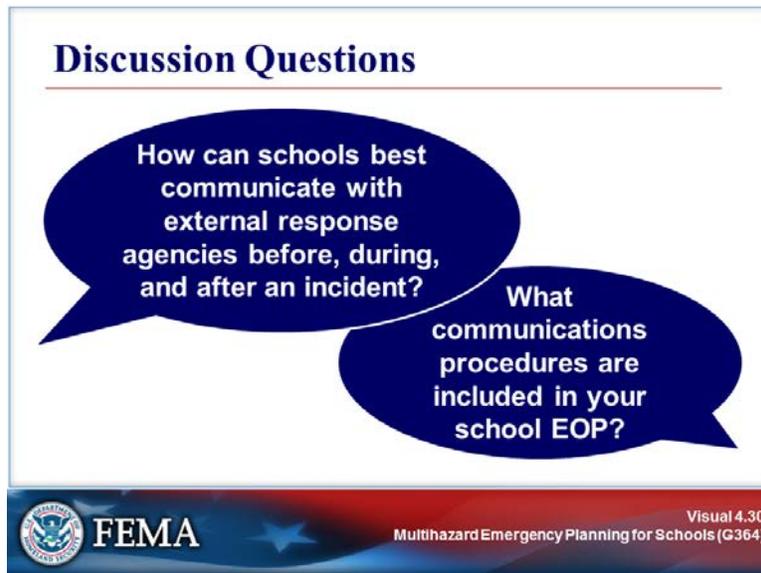
Visual 4.29 (Continued)

- **Coordinating public information and outreach efforts.** In a complex incident, the school Public Information Officer may become part of the Joint Information System. The mission of the Joint Information System is to provide a structure and system for developing and delivering coordinated interagency messages and developing, recommending, and executing public information plans and strategies.

The Joint Information System may be implemented at a Joint Information Center. It is the central point of contact for all news media.

BASIC PLAN: INFORMATION

Visual 4.30



Key Points

During incident response operations, schools should inform response agencies of any action taken by school staff during or immediately after the incident, and summarize any staff expertise that may assist with the operation.

After an incident, schools should work with response agencies to determine lessons learned from the incident and how the EOP procedures could be improved.

Your Notes:

BASIC PLAN: INFORMATION

Visual 4.31

External Communication: Media

- Designate a Public Information Officer.
- Establish a Joint Information Center for complex incidents.
- Develop templates for statements to the media, including:
 - Standard procedures and protocols.
 - Contact information/hotline for more information.



FEMA
Visual 4.31
Multihazard Emergency Planning for Schools (G364)

Key Points

Schools should **plan ahead** when developing a communications strategy intended for the media and general public. Planning includes:

- Designating and training a Public Information Officer who will speak for the school.
- Establishing a Joint Information Center for complex incidents.
- Developing templates for statements to the media, including:
 - Standard procedures and protocols.
 - Contact information/hotline for more information.

How schools communicate with the media can greatly contribute to their ability to respond to and recover from an incident.

Rumors will circulate, especially with the use of cell phones and text messaging; however, schools can get out in front of the problem by articulating the measures being taken to address safety and health concerns. These measures and procedures come from a solid school EOP that is exercised and maintained.

In addition to the method of communication, the school EOP may include guidelines on the type of content and the tone of the message to be released.

BASIC PLAN: INFORMATION

Visual 4.31 (Continued)

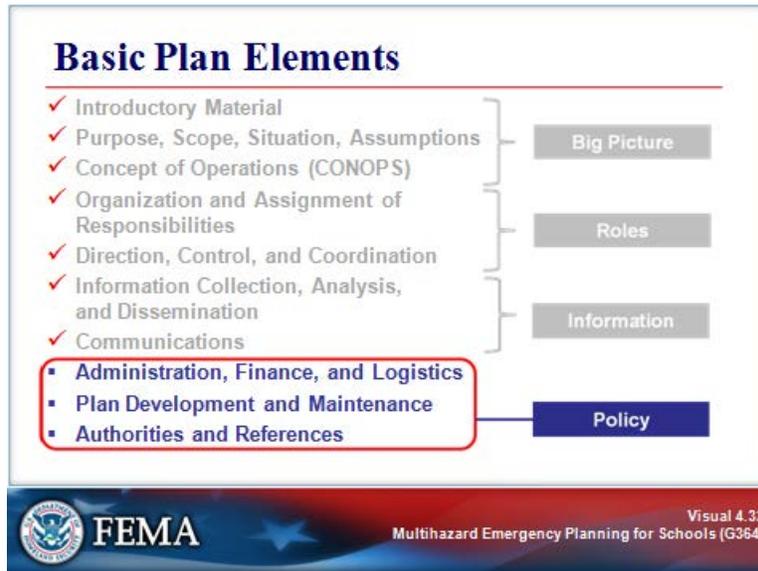
Example: In March 2009, a student drowned during a school-sponsored event. The principal of the school responded to media queries by stating, “Look at the amount of times we’ve had something tragic occur and compare it to the number of times when nothing has happened.” Language like this deflects responsibility and can severely affect a school’s credibility in the future.



See the **Sharing Information Resources** section of your Course Toolkit for copies of Sample Statements to the Media.

BASIC PLAN: POLICY

Visual 4.32



Key Points

The previous section of the unit has described the “information” portion of the basic plan, including how information is collected, analyzed, disseminated, and communicated.

The next section describes the elements of the basic plan that relate to **policy** matters and other guidance, including:

- Administration, Finance, and Logistics
- Plan Development and Maintenance
- Authorities and References

BASIC PLAN: POLICY

Visual 4.33

Basic Plan

Administration, Finance & Logistics

Covers:

- General support requirements.
- The availability of services and support.
- Policies for managing resources and recordkeeping.

FEMA

Visual 4.33
Multihazard Emergency Planning for Schools (G364)

Key Points

This part of the basic plan covers policy related to the following:

- **Administration:** Describes administrative protocols used during an emergency operation, including documentation of the actions taken during and after the incident (e.g., incident and damage assessment, incident command logs, cost recovery) and completion of an after-action report to identify strengths and weaknesses in the emergency management and response program.
- **Finance:** Describes protocols used to document and recover the costs incurred during an emergency operation. This section may also describe the various programs that allow local political jurisdictions, response/support agencies, or the general public to recover their costs (e.g., Small Business Administration (SBA), Public Assistance Program, unemployment, worker's compensation) and the impact and role that insurance has in recovering costs (e.g., self-insured, participation in the National Flood Insurance Program (NFIP), homeowner policies).
- **Logistics:** Describes mechanisms used to identify, acquire, and manage resources before and during an emergency operation. It provides a brief summary statement about specialized equipment, facilities, personnel, and emergency response organizations currently available to respond to the defined threats/hazards. This section also identifies any existing memorandums of agreement or understanding and contingency contracts with organizations to supply needed resources.

To support the Logistics element, the school should maintain (e.g., in an appendix to the school EOP or as a separate document) a list of the types of resources available, amounts on hand, locations maintained, and any restrictions on use.

BASIC PLAN: POLICY

Visual 4.34

Basic Plan **Plan Development & Maintenance**

- Describes the planning process.
- Assigns responsibility for overall planning and coordination to a specific person.
- Provides for a regular cycle of training, evaluating, reviewing, and updating the EOP.



 **FEMA** 

Visual 4.34
Multihazard Emergency Planning for Schools (G364)

Key Points

The Plan Development and Maintenance element of the basic plan describes the planning process and how the school EOP integrates with the school district, community, and State/tribal emergency plans.

It summarizes to whom the plan is distributed, including whether it is shared with other jurisdictions or made available to the public.

This element also describes a regular cycle of training, evaluating, reviewing, and updating the school plan.

BASIC PLAN: POLICY

Visual 4.35

Basic Plan

Authorities and References

- Provides a legal basis for emergency operations and activities.
- Includes laws, statutes, ordinances, executive orders, regulations, and formal agreements.
- Provides a brief summary of the mandates.

FEMA

Visual 4.35
Multihazard Emergency Planning for Schools (G364)

Key Points

The purpose of the Authorities and References section is to provide a legal basis for emergency operations and activities. This section of the basic plan includes lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to:

- Emergencies, and the specific extent and limits of the emergency authorities.
- Preparation of the school EOP.
- Plan approval, dissemination, and execution.

For example, in Virginia, school boards have the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as defined by the Virginia Freedom of Information Act, Va. Code §2.2-3705.2. Under this authority, Virginia schools may limit public access to sensitive information that may be contained in their school EOPs. This citation may be included, as applicable, in a Virginia school's Authorities and Reference section of their EOP.

Local laws, statutes, ordinances, and regulations referenced in the local and State emergency operations plans may need to be incorporated into the school EOP. Coordinate with local government officials to clarify these authorities.

BASIC PLAN: POLICY

Visual 4.35 (Continued)

This part of the basic plan should:

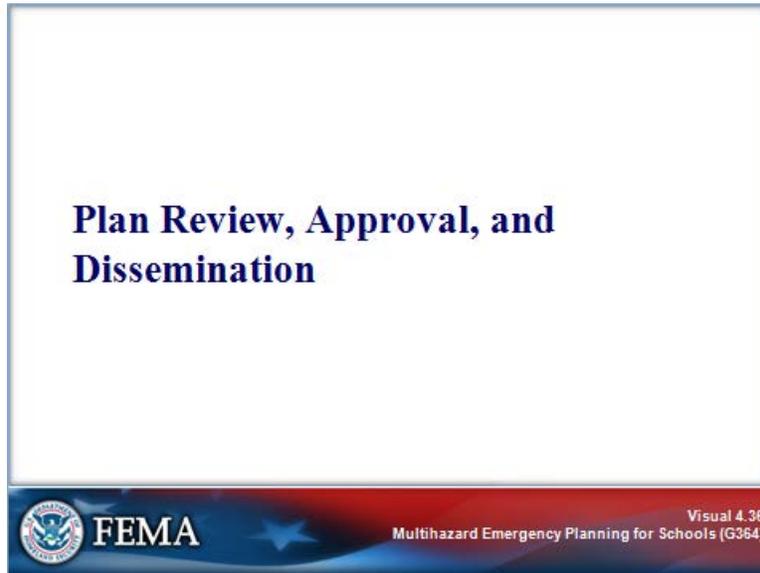
- List any relevant local, State, and Federal authorities.
- Include law titles and code numbers/letters.
- Provide a brief summary of the mandates.
- Include any authorities specifically referenced in the EOP.

Many local, State, and Federal laws and regulations mandate that schools develop and maintain emergency operations plans. (Note that the CPG 101 provides an overview of Federal laws and regulations on emergency operations plans.)

Remember, funding is often tied to mandates. For example, in order to receive Federal funding, a school must fulfill NIMS implementation activities. Failure to incorporate mandates into the school EOP may result in loss of funding.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.36



Key Points

Once the entire plan (including basic plan and annexes) is written, the next step in the planning process is the review, approval, and dissemination of the school EOP.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.37

Reviewing the School EOP

When reviewing the school EOP, make sure it is:

- Adequate.
- Feasible.
- Acceptable.
- Complete.
- Compliant.



 **FEMA**

Visual 4.37
Multihazard Emergency Planning for Schools (G364)

Key Points

Your plan should be reviewed to ensure compliance with the legally mandated planning requirements in your State and for its usefulness in practice. Plan review allows stakeholders with emergency responsibilities to suggest improvements.

Review the plan to check for:

- **Adequacy.**
 - Does it identify critical courses of action?
 - Can it accomplish the assigned function?
 - Are all assumptions valid and reasonable?
- **Feasibility.**
 - Does your school have the resources to fulfill the functions and critical tasks?
 - Does it identify where the school will obtain resources outside of the school's capabilities?
- **Acceptability.**
 - Does it thoroughly address the identified threats, hazards, and vulnerabilities?
 - Is it consistent with legal requirements?
 - Does it meet time and cost limitations?

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.37 (Continued)

- **Completeness.**
 - Does it include all the courses of action to be accomplished?
 - Does it integrate the needs of the whole school population?
 - Does it provide a complete picture of what should happen, when, and at whose direction?
 - Does it make time estimates for achieving objectives, with safety remaining the utmost priority?
 - Does it identify success criteria and a desired end state?
 - Is it developed consistently with the planning principles in CPG 101 and Guide for Developing High-Quality School Emergency Operations Plans?

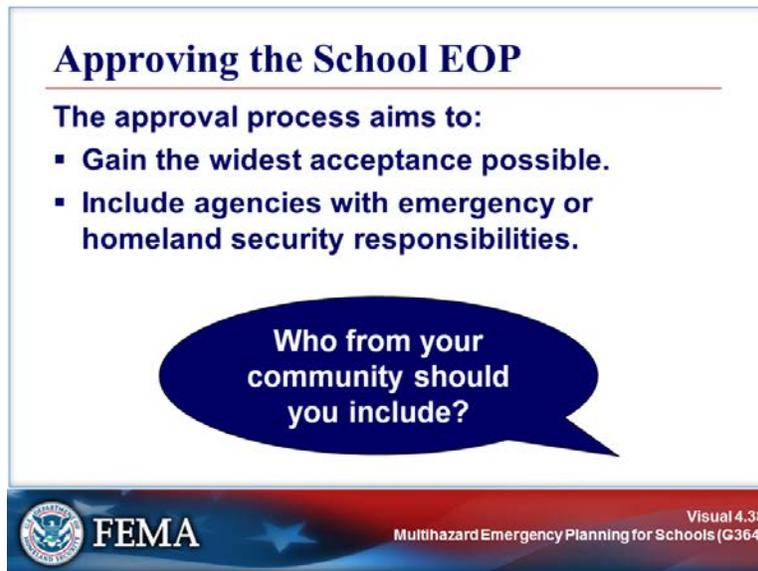
- **Compliance.**
 - Does it comply with State and local requirements to the maximum extent possible?

Note: Specific laws and mandates differ from State to State. School EOPs should be reviewed to ensure compliance with the legally mandated planning requirements in their State before presenting the school EOP to stakeholders for approval.

Allowing other agencies with emergency or homeland security responsibilities to review your plan will enable them to suggest improvements based on their accumulated experience. FEMA regional offices or State emergency management offices may assist schools in the review process upon request.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.38



Key Points

After finalizing the school EOP, the planning team should present it to the appropriate leadership and obtain official approval. The team should then share it with all community partners that have a role in the school EOP.

The approval process should aim to gain the widest acceptance possible for the school EOP. Agencies with emergency or homeland security responsibilities should be included in the approval process.

The promulgation document gives the school EOP official status and gives both the authority and responsibility to school personnel to perform their tasks. The document outlines the responsibilities of tasked organizations with regard to preparing and maintaining the school EOP and commitment to those organizations to carrying out the training, exercises, and maintenance. The promulgation document also allows the chief executives to affirm their support for emergency management.

Discussion Question: Who from your community should you include in the approval process?

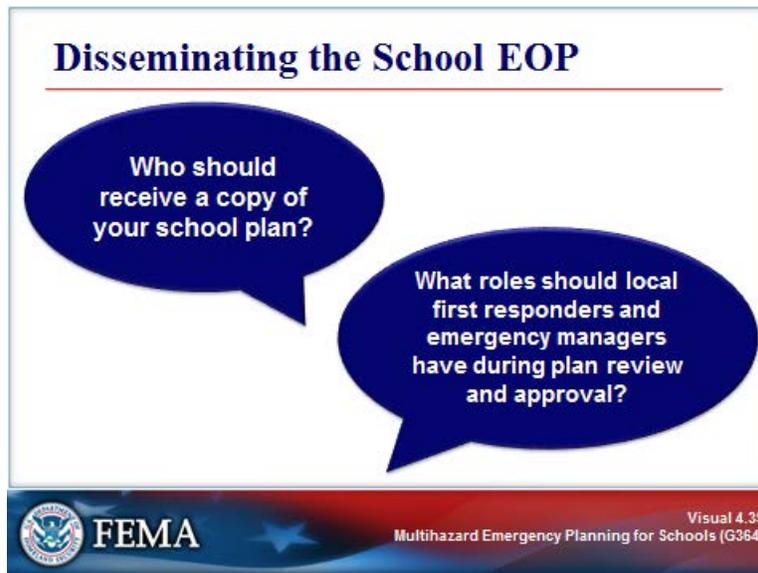
PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.38 (Continued)

After the school EOP has been approved, an **approval and implementation page** should be included to introduce the plan, outline its applicability, and indicate that it supersedes all previous plans. It should include a delegation of authority for specific modifications that can be made to the plan without the senior official's signature. It should include a date and must be signed by the senior official.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.39



Key Points

Once approval is obtained, the school should arrange to disseminate the plan and maintain a record of the people and organizations that received a copy (or copies) of the plan.

Allowing other agencies with emergency or homeland security responsibilities to review your plan will enable them to suggest improvements based on their accumulated experience. FEMA regional offices or State emergency management offices may assist schools in the review process upon request.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.39 (Continued)

Protecting privacy. The school should protect the plan from those not authorized to have it and consider how to secure documents shared electronically.

“Sunshine” laws may require that a copy of the plan be posted on the school’s Web site or be placed in some other publicly accessible location; however, sensitive information should first be removed.

The Guide for Developing High-Quality School Emergency Plans presents considerations for sharing the school EOP based on the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

What Is FERPA?

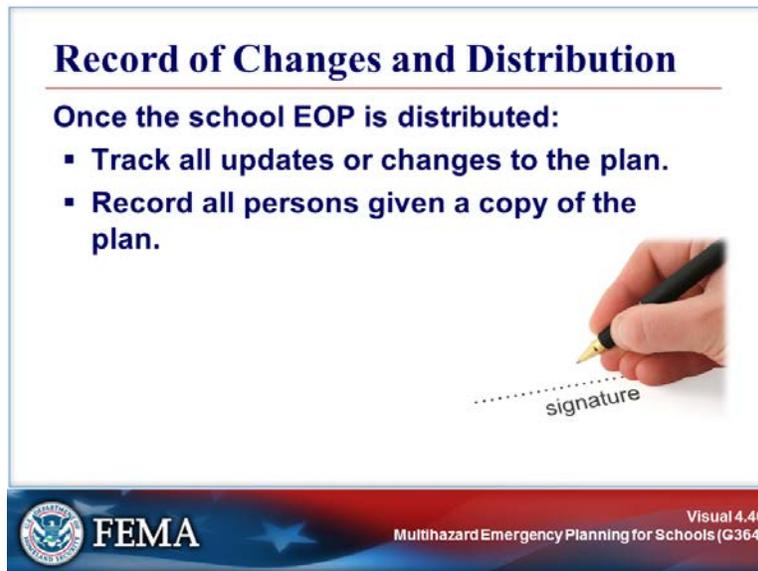
FERPA is a federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed “schools” below). FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” The Family Policy Compliance Office at the U.S. Department of Education administers FERPA.

What Is HIPAA?

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its implementing regulations, commonly known as the HIPAA Privacy Rule and the HIPAA Security Rule, protect the privacy and security of individually identifiable health information, called protected health information or PHI, held by health plans, health care clearinghouses, and most health care providers, collectively known as covered entities, and their business associates (entities that have access to individuals’ health information to perform work on behalf of a covered entity).

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.40



Key Points

After the plan is distributed, the school should keep change and distribution records.

Record of changes. The school must first determine who has the authority to authorize or make changes in the plan.

Each update or change to the plan should be tracked. The record of changes, usually in table format, contains at a minimum:

- A change number.
- The date of the change.
- The name of the person who made the change.

Record of distribution. The record of distribution, usually in table format, indicates:

- The title and name of the person receiving the plan.
- The agency to which the receiver belongs.
- The date of delivery.
- The number of copies delivered.

The record of distribution can be used as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Copies of the plan can be made available to the public and media without including sensitive information.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41

Basic Plan Review Session

1. Consider the following questions about your EOP basic plan:
 - What information do you need to include, revise, and/or update?
 - Are there additional laws, mandates, and regulations that should be incorporated?
 - How readable and user friendly is the plan?
2. Add action items to the worksheet, as needed.

Use your instructors and the content guide as resources!



 **FEMA** 

Visual 4.41
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This plan review session will enable you to work on revising and enhancing your school EOP.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

Instructions: Working in your school team or individually. . .

1. Review your school EOP. Using the CPG 101 Basic Plan Content Guide provided on the following pages and the sample plan, if provided, address the following questions:
 - What information do you need to include, revise, and/or update in your basic plan?
 - Are there additional laws, mandates, and regulations in your community that should be incorporated into the plan?
 - How readable and user-friendly is your plan?
2. Identify what needs to be included in your plan.
3. Update your school EOP or make notes on the Action Item Worksheet.

Unit 4. Developing the School Emergency Operations Plan

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

The basic plan provides an overview of the school's incident management program and its ability to prepare for, respond to, and recover from incidents/disasters/emergencies.

Promulgation Document/Signature Page

This component is a signed statement formally recognizing and adopting the plan as the school's all-hazards EOP.

- Include a Promulgation Statement signed by the school or district's senior elected or appointed official(s). (**Note:** This statement must be updated each time a new senior elected or appointed official takes office.)

Approval and Implementation

The approval and implementation page introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans.

- Include a delegation of authority for specific modifications that can be made to the plan and by whom they can be made WITHOUT the senior official's signature.
- Include a date and ensure that the page is signed by the senior official(s) (e.g., school board president and members; school principal, nurse, and social worker; and the community fire chief, police chief, and emergency manager).

Record of Changes

The record of changes is usually a table that (at a minimum) has fields that show a change number, the date of the change, and the name of the person who made the change. Other relevant information could be considered.

Record of Distribution

The record of distribution is usually a table with fields that indicate the title and the name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

Table of Contents

This item outlines the plan's format, key sections, attachments, charts, etc. and lists the major sections/chapters and/or key elements within the EOP.

Purpose, Scope, Situation Overview, Assumptions

This section explains the plan's intent, whom it involves, and why it was developed.

Purpose

Describe the purpose for developing and maintaining an EOP (e.g., coordinate local agency SOPs, define incident-specific procedures, outline roles and limitations).

Scope

Describe at what times or under what conditions this plan would be activated (e.g., major county disaster versus minor local emergency; major statewide disaster; terrorist attack within the local community, county, or State).

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Purpose, Scope, Situation Overview, Assumptions (Continued)

Situation Overview

This section provides a brief overview of the steps taken by the school to prepare for disasters.

Hazard and Threat Analysis Summary

This section summarizes the major findings identified from a completed hazard and threat analysis of each hazard likely to affect the school. **Note:** The hazard and threat analysis information can be presented as a tab to the EOP or maintained as a part of the school's mitigation plan. In either case, this section needs to provide an overview of the analysis process and its results and then refer to the tab or the mitigation plan.

- Summarize/identify the hazards that pose a unique risk to the school and would result in the need to activate this plan (e.g., threatened or actual natural disasters, technological incidents, acts of terrorism, or other human-caused emergencies).
- Summarize/identify the probable high-risk areas (population, infrastructure, and environmental) that are likely to be affected by the defined hazards (e.g., facilities for students with access and functional needs, types/numbers of school facilities in floodplains or near chemical facilities).
- Summarize/identify the likelihood that the defined hazards have occurred and will continue to occur within the school or community (e.g., historical frequency, probable future risk, national security threat assessments).
- Describe how the intelligence from threat analysis via State/local fusion centers, joint terrorism task forces, national intelligence organizations, etc., has been incorporated into the school's hazard and threat analysis.
- Describe how critical infrastructure/key resource protection activities have been incorporated into the vulnerability and impact analysis.
- Describe how agricultural; food supply; cyber security; chemical, biological, radiological, nuclear, and high-yield explosive (CBRNE) events; and pandemics (those located/originating in the school or community, as well as a nonlocal, nationwide, or global event) have been assessed and incorporated.
- Describe the assumptions made and the methods used to complete the school's hazard and threat analysis, including what tools or methodologies were used to complete the analysis (e.g., a State's hazard analysis and risk assessment manual, mitigation plan guidance, vulnerability assessment criteria, consequence analysis criteria).
- Include maps that show the high-risk areas that are likely to be affected by the identified hazards (e.g., school facilities within defined floodplains, earthquake fault zones, vulnerable zones for hazardous materials facilities/routes, or ingestion zones for nuclear powerplants).
- Describe/identify the hazards that could originate in a neighboring jurisdiction and could create hazardous conditions in the school (e.g., watershed runoff, chemical incident, riot/terrorist act).
- Describe/identify the unique time variables that may influence the hazard and threat analysis and preplanning for the emergency (e.g., planned or seasonal school events, how quickly the event occurs, the time of day that the event occurs).

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Purpose, Scope, Situation, Assumptions (Continued)

Capability Assessment

Describe the process used by the school to determine its capabilities and limits in order to prepare for and respond to the defined hazards. **Note:** The school may wish to address this topic as part of the hazard-specific annexes. This decision would allow the school to address the unique readiness issues and limitations for each specific hazard. In this case, this section should provide an overview of the school's abilities and then refer the reader to the hazard-specific annexes for more detailed information.

- Summarize the school's prevention, protection, mitigation, response, and recovery capabilities involving the defined hazards.
- Describe the school's limitations on the basis of training, equipment, or personnel.

Mitigation Overview

This section covers the actions taken in advance to minimize the impact that is likely to result from an emergency, including short- and long-term strategies. **Note:** Specific mitigation plans/guidance documents may be available from State emergency management agencies, the Federal Emergency Management Agency (FEMA), or the Department of Homeland Security (DHS).

- Provide a brief overview of the mitigation programs used locally to reduce the chance that a defined hazard will affect the school (e.g., move school facilities out of floodplain, install surveillance cameras), including short- and long-term strategies.
- Identify potential prevention, protection, and mitigation strategies for high-risk targets.
- Describe the procedures used to develop school-specific protection plans, including critical infrastructure systems and facilities, transportation security, food chain, food and medical production/supply, and cyber security.
- Describe the procedures used to educate and involve the public in the mitigation programs (e.g., public education programs, school fundraisers for mitigation activities).
- Describe the process and agencies used to develop mitigation plans and how these are coordinated with local, State, tribal, and Federal agencies/plans.

Assumptions

This section identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the EOP.

Concept of Operations

This section explains in broad terms the intent of an operation. This section is designed to give an overall picture of how the school will realize the goals and objectives of executing the plan. This may include direction and control, alert and warning, and continuity matters that may be dealt with more fully in annexes.

- Describe who has the authority to activate the plan (e.g., emergency management agency office, chief elected official, State official, fire/police chief).
- Describe the process, templates, and individuals involved in issuing a declaration of emergency for a given hazard and how the declaration will be coordinated with neighboring jurisdictions and the State.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Concept of Operations (Continued)

- Describe how legal questions/issues are resolved as a result of preparedness, response, or recovery actions, including what liability protection is available to responders.
- Describe the process by which the emergency management agency office coordinates with the school.
- Describe how plans take into account the essential needs of children.
- Describe how plans take into account the physical, programmatic, and communications needs of individuals with disabilities and others with access and functional needs.
- Describe how plans take into account the essential needs of service animals.
- Identify other response/support agency plans that directly support the implementation of this plan (e.g., school district plans, hospital plans, facility plans).

Organization and Assignment of Responsibilities

This section provides an overview of the key functions and procedures that the school will accomplish during an emergency, including the roles that local, State, tribal, Federal, and private agencies will take to support school operations.

- Identify/outline the responsibilities assigned to each organization that has a mission assignment defined in the plan, including (but not limited to) the following:
 - Local senior elected or appointed officials (e.g., school board president, school principal).
 - Local departments and agencies (e.g., fire, law enforcement, emergency medical services (EMS), health, emergency management agency).
 - State agencies most often and/or likely to be used to support school operations (e.g., State Department of Transportation, State Police/Highway Patrol, Department of Natural Resources, Environmental Protection/Quality, Emergency Management, Homeland Security, Department of Health/Public Health, and National Guard).
 - Regional organizations or groups most often and/or likely to be used to support school operations.
 - Federal agencies most often and/or likely to be used to support school operations (e.g., FEMA, U.S. Coast Guard, Department of Justice, Federal Bureau of Investigation, Federal Aviation Administration, National Safety Transportation Board, Department of Defense, Department of Transportation).
 - Government-sponsored volunteer resources (e.g., Community Emergency Response Teams (CERTs), Medical Reserve Corps, Volunteers in Police Service or Auxiliary Police).
 - Private and voluntary organizations (e.g., American Red Cross, Salvation Army, faith-based groups, Voluntary Organizations Active in Disaster, Chamber of Commerce, Community Action Commission, private sector support).
- Describe how prevention roles and responsibilities will be addressed, including linkages with fusion centers where applicable.
- Describe how roles and responsibilities will be determined for unaffiliated volunteers and how to incorporate these individuals into the emergency operation.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Organization and Assignment of Responsibilities (Continued)

- Describe/identify what mutual aid and assistance agreements are in place for the quick activation and sharing of resources during an emergency. Examples of agreements that may exist include the following:
 - Agreements between response groups (e.g., fire and police, emergency medical/ambulance).
 - Agreements for additional resources/assistance between neighboring jurisdictions' response forces (e.g., fire, police, EMS).
 - Agreements for providing and receiving additional resources through the Emergency Management Assistance Compact.
 - Agreements for alert and notification and dissemination of emergency public information.
 - Resource agreements (e.g., outside assistance, personnel, equipment).
 - Agreements between medical facilities inside and outside the jurisdiction (e.g., using facilities, accepting patients).
 - Evacuation agreements (e.g., use of buildings, restaurants, homes as shelters/lodging, relocation centers; transportation support), including agreements between jurisdictions for the acceptance of evacuees.
- Describe how the jurisdiction maintains a current list of available National Incident Management System (NIMS) Typed Resources and Credentialed Personnel.
- Describe how all tasked organizations maintain current notification rosters, standard operating procedures, and checklists to carry out their assigned tasks.
- Provide a matrix that summarizes which tasked organizations have the primary lead versus a secondary support role for each defined response function.
- Describe the school's policies regarding public safety enforcement actions required to maintain the public order during a crisis response, including teams of enforcement officers needed to handle persons who are disrupting the public order, violating laws, requiring quarantine, etc.

Direction, Control, and Coordination

This section describes the framework for all direction, control, and coordination activities.

- Identify who has tactical and operational control of response assets.
- Discuss multijurisdictional coordination systems and processes used during an emergency.

Information Collection and Dissemination

This section describes the required critical or essential information common to all operations identified during the planning process.

- Identify intelligence position (e.g., fusion center liaison) requirements for the emergency operations center's planning section.
- Describe plans for coordination between the planning section and the fusion center.
- Describe information dissemination methods (e.g., verbal, electronic, graphics) and protocols.
- Describe critical information needs and collection priorities.
- Describe long-term information collection and dissemination strategies.
- Describe collaboration with the general public, to include sector-specific watch programs.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Communications

This section describes the communication and coordination protocols used between response organizations during an incident.

- Describe the framework for delivering communications support and how the school's communications integrate into the regional or national disaster communications network.
- Identify and summarize separate interoperable communications plans.

Administration, Finance, and Logistics

Administration

This section describes administrative protocols used during an emergency operation.

Documentation is an administrative process used by the school to document the response to and recovery from a disaster. **Note:** This information can also be discussed for each emergency response function or for the specific hazards.

- Describe the process and agencies used to document the actions taken during and after the emergency (e.g., incident and damage assessment, incident command logs, cost recovery).
- Describe/summarize the reasons for documenting the actions taken during both the response and recovery phases of the disaster (e.g., create historical records, recover costs, address insurance needs, develop mitigation strategies).
- Include copies of the reports that are required (e.g., cost recovery, damage assessment, incident critique, historical record).
- Describe the agencies and procedures used to create a permanent historical record of the event (after-action report) and include information identifying the actions taken, resources expended, economic and human impacts, and lessons learned as a result of the disaster.

The **after-action report** results from an administrative process are used to review and discuss the response in order to identify strengths and weaknesses in the emergency management and response program. The after-action report should:

- Describe the reasons and need to conduct an after-action report (e.g., review actions taken, identify equipment shortcomings, improve operational readiness, highlight strengths/initiatives).
- Describe the methods and agencies used to organize and conduct a review of the disaster, including how recommendations are documented to improve school readiness (e.g., change plans/procedures, acquire new or replace outdated resources, retrain personnel).
- Describe the links and connections between the processes used to critique the response to an emergency/disaster and the processes used to document recommendations for the school's exercise program.
- Describe how the school ensures that the deficiencies and recommendations identified in the after-action report are corrected/completed.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Administration, Finance, and Logistics (Continued)

Finance

This section describes finance protocols used to recover the costs incurred during an emergency operation.

- Describe/identify the various programs that allow the school to recover costs (e.g., Small Business Administration, FEMA Public Assistance Program).
- Identify and describe the actions that will be taken to document the costs incurred during response and recovery operations (e.g., personnel overtime, equipment used/expended, contracts initiated).
- Describe the methods used to educate school officials about the cost recovery process.
- Describe the impact and role that insurance has in recovering costs (e.g., insurance policies, participation in the National Flood Insurance Program).

Logistics

This section describes the logistics and resource management mechanisms used to identify and acquire resources in advance of and during an emergency operation, especially to overcome gaps possibly identified in a capability assessment.

- Describe/identify the methods and agencies involved in using the existing hazard analysis to identify what resources are needed for a response to a defined hazard, including using past incident critiques to identify/procure additional resources.
- Describe/identify the steps taken to overcome the school's identified resource shortfalls, including identifying the resources that are only available outside the school (e.g., hazardous materials, water rescue, search and rescue teams) and the process to request those resources.
- Provide a brief summary statement about specialized equipment, facilities, personnel, and emergency response organizations currently available to respond to the defined hazards. **Note:** A tab to the plan or a separate resource manual should be used to list the types of resources available, amounts on hand, locations maintained, and any restrictions on use.
- Provide information about specialized equipment, facilities, personnel, and emergency response organizations currently available to support children, individuals with disabilities, and others with access and functional needs.
- Describe the process used to identify private agencies/contractors that will support resource management issues (e.g., waste haulers, spill contractors, landfill operators).
- Identify existing memorandums of agreement /memorandums of understanding and contingency contracts with these organizations.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Plan Development and Maintenance

This section describes the process used to regularly review and update the EOP.

- Describe how this plan was coordinated with school district, community, and State/tribal EOPs.
- Describe the process used to review and revise the plan each year or more often, if changes in the school warrant (e.g., changes in administration or procedures, newly added resources/training, revised phone contacts or numbers).
- Describe the responsibility of each organization/agency (governmental and nongovernmental) to review and submit changes to its respective portion(s) of the plan.
- Identify/summarize to whom the plan is distributed. Include a plan distribution list. **Note:** This list can be included as a tab to the plan.
- Describe/identify how or where the plan is made available to the public.
- Summarize the process used to submit the plan for review, coordination, and/or evaluation.
- Provide for a regular cycle of training, exercising, evaluating, reviewing, and updating of the EOP.
- Include a page to document when the changes are received and entered into the plan.

Authorities and References

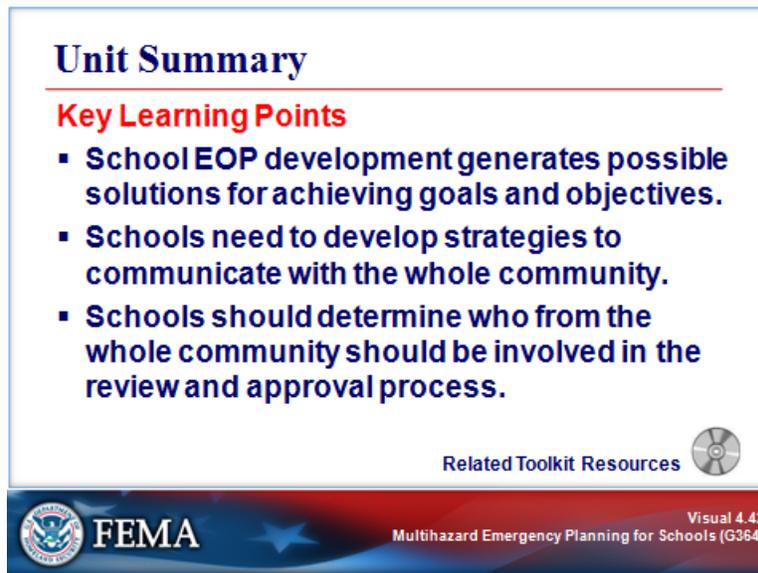
This section provides the legal basis for emergency operations and activities.

- Identify/describe the local, State, and Federal laws that specifically apply to the development and implementation of this plan, including (but not limited to) the following:
 - Local and regional ordinances and statutes.
 - State laws or revised code sections that apply to emergency management and homeland security.
 - State administrative code sections that define roles, responsibilities, and operational procedures.
 - State Attorney General Opinions.
 - Federal laws, regulations, and standards (e.g., Stafford Act, FEMA Policy, Patriot Act, Americans with Disabilities Act, FERPA, HIPAA).
- Identify/describe the reference manuals used to develop the plan and/or help prepare for and respond to disasters or emergencies, including (but not limited to) the following:
 - General planning tools.
 - Technical references.
 - Computer software.
- Identify/define the words, phrases, acronyms, and abbreviations that have special meanings with regard to emergency management and are used repeatedly in the plan.

Source: Adapted from Comprehensive Preparedness Guide 101 Version 2.0, November 2010, Appendix C

UNIT SUMMARY

Visual 4.42

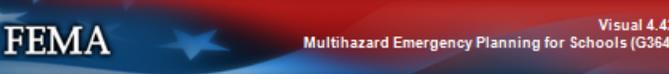


Unit Summary

Key Learning Points

- **School EOP development generates possible solutions for achieving goals and objectives.**
- **Schools need to develop strategies to communicate with the whole community.**
- **Schools should determine who from the whole community should be involved in the review and approval process.**

Related Toolkit Resources 

 **FEMA** 

Visual 4.42
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Plan development generates possible solutions for achieving goals and objectives.
- Schools need to develop strategies to communicate with the whole community.
- Schools should determine who from the whole community—e.g., local government officials, law enforcement, fire, and emergency managers—should be involved in the review and approval process.



Useful toolkit resources related to this unit include:

- **Course Materials and Resources** section:
 - A copy of the Comprehensive Preparedness Guide (CPG) 101
 - A copy of Guide for Developing High-Quality School Emergency Operations Plans
- **Getting Ready for Planning** section:
 - Staff Skill Survey and Inventory
- **Sharing Information** section:
 - Sample Statements to the Media

If time permits, review these toolkit resources at this time.

In Unit 5, you will review procedures and functional annexes.

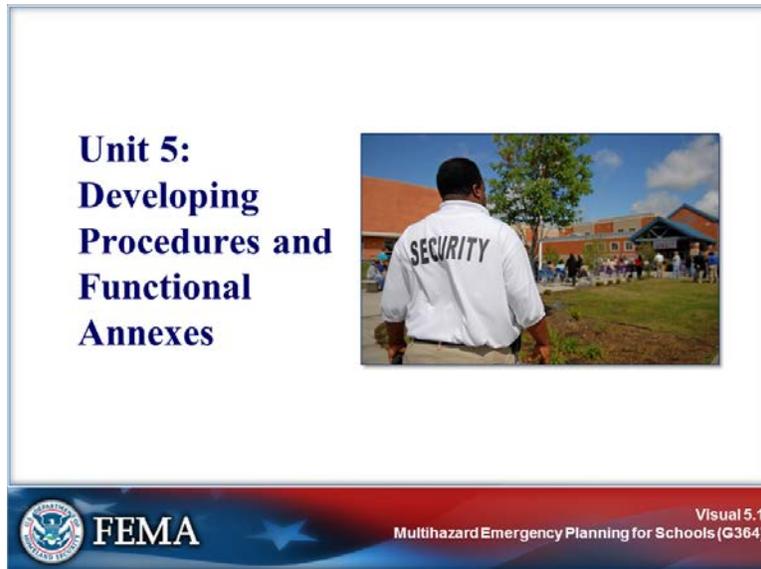
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**UNIT 5. DEVELOPING PROCEDURES
AND FUNCTIONAL ANNEXES**

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UNIT INTRODUCTION

Visual 5.1



Key Points

This unit presents information on procedures and functions that should be included in the functional annexes of a school emergency operations plan (EOP). Functions are major activities that are critical to successful emergency response.

These procedures describe:

- What school personnel will do in response to an incident.
- How the school will continue essential operations immediately after an incident.
- The steps that the school will take to recover after an incident.

UNIT INTRODUCTION

Visual 5.2

Unit Objectives

- Identify elements to include in functional annexes.
- Identify the types of response, recovery, and other procedures to include in the school EOP.
- Develop or update functional annexes in the school emergency operations plan (EOP).

The slide footer features the FEMA logo on the left, the text 'FEMA' in a large font, and 'Visual 5.2 Multihazard Emergency Planning for Schools (G364)' on the right, all set against a blue and red background with a star.

Key Points

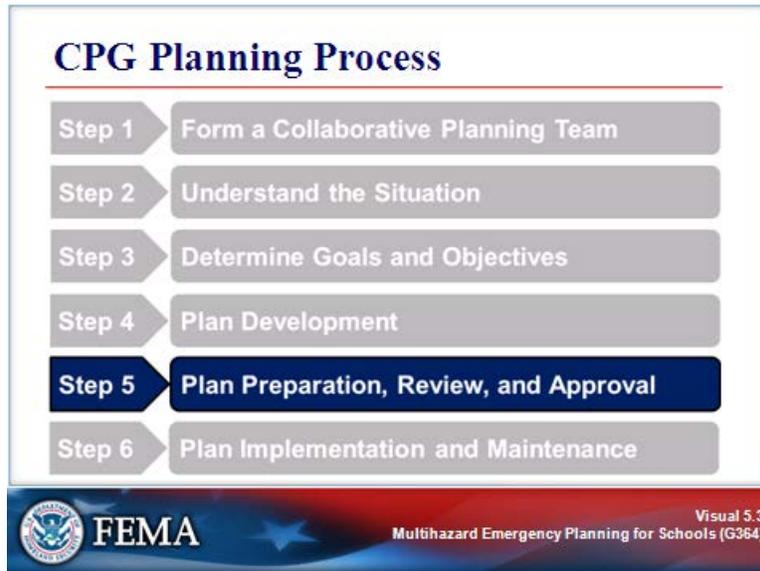
The unit objectives are to enable you to:

- Identify elements to include in functional annexes.
- Identify the types of response, recovery, and other procedures to include in the school EOP.
- Develop or update functional annexes in the school emergency operations plan (EOP).

This unit provides instruction on how to identify actions, roles, and responsibilities that participating organizations have for completing tasks for a function.

FUNCTIONAL ANNEXES

Visual 5.3



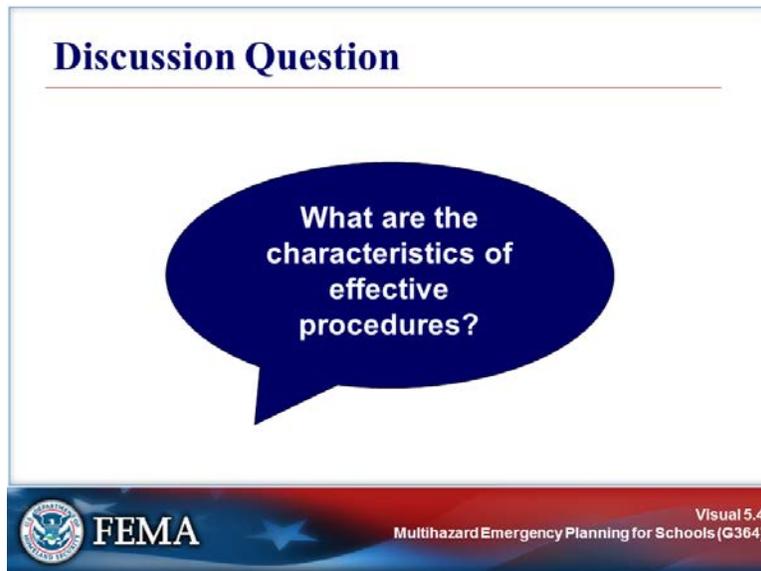
Key Points

Earlier units in this course described the first five steps in the CPG 101 planning process: forming the planning team, understanding the situation, determining goals and objectives, plan development, and plan preparation, review, and approval.

This unit continues with step 5 of the process.

FUNCTIONAL ANNEXES

Visual 5.4



Key Points

The school plan must include effective procedures for managing emergencies.

In order for procedures to be effectively carried out, students and staff must receive training on the procedures and participate in frequent exercises.

FUNCTIONAL ANNEXES

Visual 5.5



Key Points

As described in earlier units of this course, the school plan includes three key components: the basic plan, functional annexes, and hazard-specific annexes.

The previous unit described the elements of a basic plan.

This unit will focus on the functional annexes.

The next unit will provide more information on threat/hazard/incident-specific annexes.

FUNCTIONAL ANNEXES

Visual 5.6

Functional Annexes

- Address response and recovery procedures.
- Describe the actions, policies, roles, responsibilities, and processes for each function.
- Discuss how the school manages each function before, during, and after an incident.

A functional annex focuses on critical operational functions and courses of action to carry them out.

 **FEMA** Visual 5.6
Multihazard Emergency Planning for Schools (G364)

Key Points

An important planning task is to identify the functions that are critical to successful emergency response. These core functions become the subjects of the separate functional annexes.

Functional annexes:

- Address all-threat/hazard critical operational functions, including:
 - Response procedures.
 - Recovery and continuity of operations (COOP) procedures.
 - Other broad functions such as communications and security.
- Describe the actions, policies, roles, responsibilities, and processes for each function.
- Discuss how the school manages each function before, during, and after an incident.

FUNCTIONAL ANNEXES

Visual 5.6 (Continued)

Functional annexes recommended in Guide for Developing High-Quality School Emergency Operations Plans are listed below. (Note: This is not a complete list, but it is recommended that all school EOPs include at least the following functional annexes.)

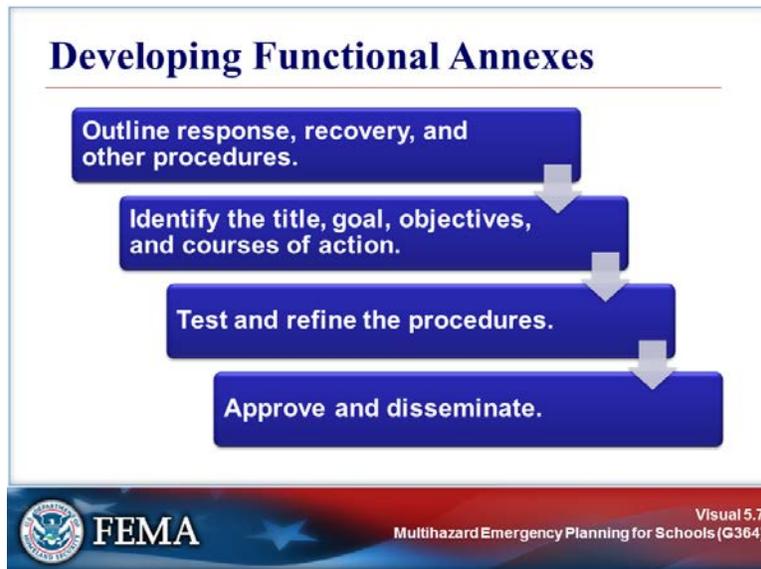
1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations
8. Security
9. Recovery
10. Health and Medical

While these functions should be described separately, it is important to remember that many functions will occur **consecutively**. For example, sheltering-in-place during an earthquake may be implemented, but if the building is damaged the school may then initiate an evacuation.

Functions may also be performed **concurrently**. During an evacuation, for example, as students and staff are safely out of the building the accounting function begins, while evacuation may still be occurring in other parts of the school.

FUNCTIONAL ANNEXES

Visual 5.7



Key Points

To develop functional annexes to a school EOP:

- Identify and outline response, recovery, and other procedures that your school might need before, during, or after an incident.
- Identify the title, goal, objectives, and courses of action for those procedures.
- Conduct training and exercises to test and refine the procedures, once developed.
- Approve and disseminate the procedures after revisions are complete.

RESPONSE PROCEDURES

Visual 5.8



Key Points

Response procedures (also called protocols or response actions) are standardized, specific actions for school staff and students to take for a variety of threats, hazards, or incidents. By developing and practicing a set of response procedures, school staff and students will be able to quickly and safely respond in a variety of situations.

Examples of response procedures that should be detailed in functional annexes are listed on the visual. The following table describes these procedures and planning considerations for each.

All functional annexes should address:

- **Situations** under which the procedures should be used.
- **Who** has the authority to activate the procedures.
- **Specific actions** to be taken when the procedures are implemented.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Evacuation	<p>When conditions inside make it unsafe to remain in a building, the safest course of action may be to move people to a safe location outside the building. In certain situations, partial evacuation may be possible, such as when the location of an aggressor is known and portions of the building or campus have a safe route out that does not expose evacuees to danger. In some cases, a law enforcement-led evacuation will be carried out while an incident is still in progress.</p> <p>This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds.</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.• How to evacuate when the primary route evacuation route is unusable.• How to evacuate students who are not with a teacher or staff member.• How to evacuate individuals with access and functional needs including language, transportation, and medical needs.
Shelter-in-Place	<p>A shelter-in-place annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside.</p> <p>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).</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).• How to move students when the primary route is unusable.• How to locate and move students who are not with a teacher or staff member.• How “safe rooms” will be integrated for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Lockdown/ Lockout	<p>Lockdown is a protective action that involves locking and hiding. In a preventive lockdown, perimeter doors are locked to keep a dangerous situation from entering the building. In a full emergency lockdown, lockout procedures are implemented and people move quickly to (or stay within) locations that are relatively secure, and lock the doors. All possible means of staying out of sight are used, according to established procedures, which may include turning off lights, pulling down shades, getting out of view of windows, turning off cell phones, and remaining quiet.</p> <p>This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• How to lock all exterior doors and when it may or may not be safe to do so.• How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.• What to do when a threat materializes inside the school.• When to use the different variations of a lockdown (when outside activities are curtailed, doors are locked, and visitors closely monitored but all other school activities continue as normal).
Accounting for All Persons	<p>This annex focuses on developing courses of action for accounting for the whereabouts and wellbeing of students, staff, and visitors, and identifying those who may be missing.</p> <p>The planning team should consider the following when developing their goals, objectives, and courses of action:</p> <ul style="list-style-type: none">• How staff will determine who is present at the assembly area.• What to do when a student, staff member, or visitor cannot be located.• How staff will report to the assembly supervisor.• How and when students will be dismissed/released.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Procedure	Description
Reunification	<p>Reunification is the safe, orderly reunion of parents/guardians with their children because the school has been evacuated or closed.</p> <p>Reunification may be appropriate when the school has been closed or evacuated due to a major fire, gas leak, hazardous materials spill, flash flooding, active shooter or other act of violence, bomb threat, etc.</p> <p>The reunification annex details how students will be reunited with their families or guardians.</p> <p>The planning team should consider the following when developing their goals, objectives and courses of action:</p> <ul style="list-style-type: none">• How to inform families and guardians about the reunification process in advance and how to clearly describe their roles and responsibilities in reunification.• How to verify that an adult is authorized to take custody of a student.• How to facilitate communication between the parent check-in, student assembly, and reunion areas.• How to ensure students do not leave on their own.• How to protect the privacy of students and parents from the media.• How to reduce confusion during the reunification process.• How frequently families will be updated.• How to account for technology barriers faces by students, staff, parents, and guardians.• How to effectively address language access barriers faced by students, staff, parents, and guardians.

RESPONSE PROCEDURES**Visual 5.8 (Continued)**

Procedure	Description
Health and Medical	<p>This annex describes the courses of action that the school will implement to address emergency medical (for example, first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire, and emergency management representatives. Mental health needs after an emergency will be addressed in the recovery annex.</p> <p>The planning team should consider the following when developing their goals, objectives and courses of action:</p> <ul style="list-style-type: none"> • The role of staff members in providing first aid during an emergency. • The location of emergency medical supplies (first aid kits, AEDs, etc.) and responsibilities for purchasing and maintaining those materials. • Staff with relevant training or experience such as first aid or CPR. • Ways for the school to secure a sufficient number of counselors in the event of an emergency. • Ways the school will promptly share and report information about outbreaks/epidemics or other unusual medical situations to the local health department. • How the school will support the needs of students identified by the school threat assessment.

Some additional types of response procedures schools may include in functional annexes include:

Procedure	Description
Reverse Evacuation	<p>When the source of danger is outside, and there are people in outdoor areas, reverse evacuation is used to bring them into the safer environment of the building.</p> <p>Reverse evacuation may be appropriate when:</p> <ul style="list-style-type: none"> • It is safer to be inside the building than outside. • Danger, such as an armed aggressor or other potentially dangerous situation, is located outside the building. • Groups of people from the facility are located outside and a lockdown is being implemented.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Procedure	Description
Room Clear	<p>Room clear procedures allow for staff or trained volunteers to carry out an orderly process of emptying a room or area and directing students to an alternate, safer location within the building.</p> <p>Room clear may be appropriate when:</p> <ul style="list-style-type: none">• Danger is present within the facility and a room or area cannot be secured.• There is imminent danger to those in the area.• A medical emergency has occurred.
Drop, Cover, and Hold	<p>Drop, cover, and hold is used when it is necessary to protect against falling and flying items. These procedures are used primarily for an earthquake.</p>

Functional annexes should contain information on procedures for specific populations, situations, or considerations.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

Sample: Functional Annex – Response Procedure

DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.
- Outdoors.
- In a moving vehicle.

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with students who have access and functional needs will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

A. Indoor Procedure

When indoors, students/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, they should cover their faces and heads with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Under no circumstances should staff/students use the elevators to evacuate.

RESPONSE PROCEDURES

Visual 5.8 (Continued)

B. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights, and utility wires.
- Drop to the ground.
- Cover their faces and heads with their arms.
- When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

RESPONSE PROCEDURES

Visual 5.9

Considerations

- Off-campus events
- Access and functional needs
- Mass casualties
- Student release
- Supplies

Any others?



 **FEMA**

Visual 5.9
Multihazard Emergency Planning for Schools (G364)

Key Points

When developing your response procedures, in addition to the steps that need to be taken to carry out the procedure, you need to think about how you will address different situations. For example:

- What if an incident occurs at an off-campus event?
- How will you address students and staff with disabilities or other access and functional needs?
- How will you handle an incident with many injuries?
- How will you safely release students?
- What supplies will you need?

RESPONSE PROCEDURES

Visual 5.10

Response Priorities

Determine response priorities based on:

- Life safety concerns.
- Incident stabilization.
- Property protection.

FEMA
Visual 5.10
Multihazard Emergency Planning for Schools (G364)

Key Points

Protecting the health and safety of everyone in the facility is the first priority during an emergency.

Schools should outline procedures related to evacuation routes (primary and secondary) and exits. Designate the appropriate assembly areas and establish procedures for student and staff accountability. Describe procedures related to seeking shelter during an incident (e.g., severe weather or earthquake).

A second priority is incident stabilization.

When an incident occurs, incident stabilization activities (e.g., firefighting, damage assessment, property conservation) are a priority for the emergency responders.

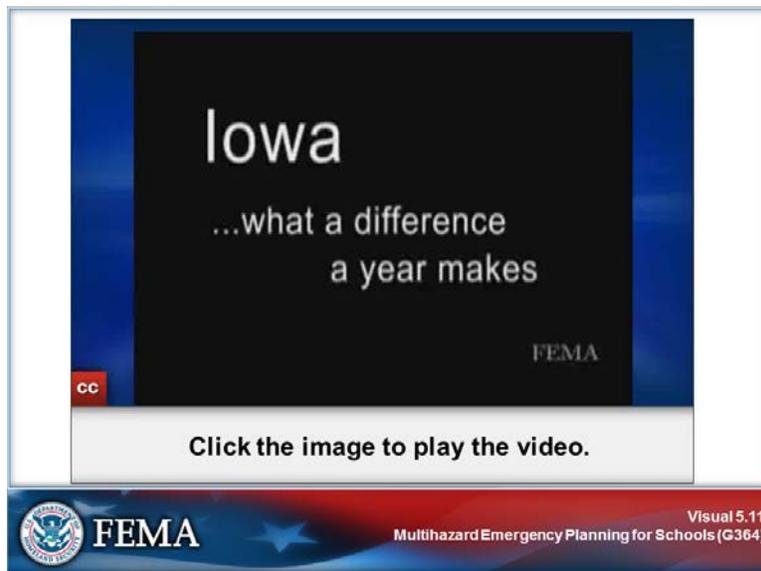
A third priority is the protection of school property.

Protecting facilities, equipment, and vital records is essential to restoring operations once an emergency has occurred. Establish procedures for:

- Fighting fires.
- Containing material spills.
- Closing or barricading doors and windows.
- Shutting down equipment.
- Covering or securing equipment.
- Moving equipment to a safe location.
- Addressing active shooter incidents and managing mass casualties.

RECOVERY PROCEDURES

Visual 5.11



Key Points

Cooperation is key to recovery efforts. This video focuses on the recovery efforts of a school community in Waverly, IA. As a result of local, State, Federal, and community cooperation, the school opened on schedule in a temporary facility, just 7 weeks after severe flooding. The community felt stabilized by starting the school year on time.

Video Description: In early June of 2008, Washington Irving Elementary School in Waverly, IA, was virtually destroyed by severe flooding. After a year in a temporary facility, things are looking brighter for this Iowa community. On April 7, 2009, the citizens of Waverly passed an \$18.925 million bond referendum by a 65.3 percent approval margin to rebuild the damaged school. Additionally, a grant from FEMA in the amount of \$9.375 million for the relocation and restoration of Washington Irving School has entered the final approval process.

RECOVERY PROCEDURES**Visual 5.11 (Continued)**

Video Transcript:

Waverly, Iowa...What a Difference a Year Makes

In June of 2008, floodwaters inundated Washington Irving Elementary School in Waverly, IA, causing significant damage.

Just 7 weeks later, as the result of extraordinary local, State, Federal, and community efforts, the school opened on schedule.

Rob Stensland, Modern Design, Janesville, IA: Everyone's cooperation is really what happened here, from the school district, to FEMA, to the State Fire Marshal, to the State agencies—it's really a joint effort to get this building up because the one thing we had for sure was school starts on this date, and we had to be complete, we had to have kids in this school, or we had nowhere to put them. The cooperation of this joint effort is really the success story of what went on here.

Jere Vyverberg, Superintendent, Waverly-Shell Rock Community Schools: Just a great accomplishment, something you don't see very often—to be able to transform an empty mall into classrooms and into what the kids needed to continue their education.

Dean Challes, FEMA Project Specialist: The can-do, Iowa spirit was most evident here and it's heartening to see.

David Stracher, FEMA Public Assistance Task Force Leader: It was very important that the community be stabilized by having their school up and running by the start of the school year. It was very important that they would feel comfortable again with their kids being able to go to school this fall.

Caleb Sanderson, Fifth Grade, Washington Irving Elementary: It's really cool here. There's a lot of space, and we just have so much fun at recess since we have bigger soccer courts and the big football field and kickball and all that stuff. It's just really cool to be like in a different building than everyone else was last year.

Jere Vyverberg, Superintendent, Waverly-Shell Rock Community Schools: And that's throughout the whole building, but there are two lower levels below this, and so all told there was a total of about 18 feet of water. In the lower level, the next lower level, and then the first floor level. The problem is our cafeteria, our kitchen—we had a bakery and a kitchen downstairs—and that was completely submerged. The other problem is on the main floor where all our classrooms were, all the cabinets everything had all soaked up—the biggest worry that we had and one of the warnings we received was that this water was contaminated because the city lift stations all failed.

FEMA has done two things for us that I think are most meaningful to provide us with a new school facility. Through their help, we were able to move from our flood-damaged building that was unusable, and we were able to move from that building to this temporary facility, which was a warehouse essentially, and can transform it into a five-six building, for 254 kids and 45 staff members in 59 days, so the community kind of stepped forward. FEMA has helped us

RECOVERY PROCEDURES

Visual 5.11 (Continued)

inasmuch as they have provided not only the expertise to be able to do that but some funds as well. That is the first thing. The second thing now, is since our bond referendum, you know, we have been working just hand in hand with FEMA ever since the flood, and there have been numerous times that I have called and said, weekly to be exact, called them and said, you know, what do you think the next step should be, and how can you help us with this. We are receiving some FEMA funds to rebuild a portion of the new building as well, so I think that their help for us has really been on two very, very important levels.

On April 7, 2009, the people of Waverly, IA, passed an \$18.925 million bond referendum by a 65.3 percent approval margin to rebuild the schools destroyed by the flooding.

Additionally, a grant from FEMA in the amount of \$9.375 million for the relocation and restoration of Washington Irving School has entered the final approval process.

For more information visit <http://www.fema.gov>.

RECOVERY PROCEDURES

Visual 5.12



Key Points

Recovery procedures should include:

- Psychological and emotional healing.
- Continuity of academics.
- Repair or replacement of physical structures.
- Restoration of fiscal services.

Each of these topics will be described on the next visuals.

RECOVERY PROCEDURES

Visual 5.13

Psychological and Emotional Recovery

Identify how to address:

- Psychological and emotional recovery team composition.
- Counseling and psychological first aid locations.
- Roles of teachers.
- Provisions for trained counselors.
- Counseling needs of students, staff, and families.
- Memorial activities.



FEMA
Visual 5.13
Multihazard Emergency Planning for Schools (G364)

Key Points

While damage to the infrastructure may be most obvious, medical and psychological issues resulting from the incident may be harder to recognize and more critical. The functional annex for psychological and emotional recovery should address:

- Who will be on the psychological and emotional recovery team, including a team lead.
- Where counseling and psychological first aid will be provided.

Psychological first aid is a process that can be quickly learned and applied by educators to assist with emotional recovery. It involves five simple steps:

- **Listen**—Provide an opportunity to share experiences and express feelings.
- **Protect**—Protect individuals from further trauma and help reestablish feelings of physical and emotional safety.
- **Connect**—Help individuals reestablish supportive connections.
- **Model** calm and optimistic behavior.
- **Teach**—Help individuals understand the normal range of stress reactions.

For more information on Psychological First Aid for Schools, go to:
<http://www.nctsn.org/content/psychological-first-aid-schoolspfa>

RECOVERY PROCEDURES

Visual 5.13 (Continued)

- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students who may need immediate crisis counseling. This may include:
 - Providing as much factual information as possible about what has happened and what can be expected in the future (including the stages of grieving, if appropriate).
 - Avoiding additional changes to set routines.
 - Providing an accepting atmosphere in which students and staff can voice concerns, feelings, and fears.
 - Providing outlets for the expression of emotions.
- Who will provide trained counselors.
- How to address immediate, short-, and long-term counseling needs of students, staff, and families.
- How to handle commemoration, memorial activities, or permanent markers and/or memorial structures and how memorial activities will strike a balance honoring loss while resuming school and class routines. Examples of issues that may be addressed include:
 - Guidelines regarding planned memorials and activities to honor victims.
 - How spontaneous memorials on the premises will be addressed.
 - Policies related to attendance at funerals and other memorial events.
 - Planning ahead for anniversaries of the incident.
 - Identifying the appropriate time and way to signal closure of the mourning period.
 - Including the whole community in planning memorials and other key events.

RECOVERY PROCEDURES

Visual 5.14

Psychological/Emotional Recovery Team

Creating a recovery team can help in the healing process and will:

- Reduce fear.
- Facilitate grieving.
- Support parents.
- Promote education.
- Plan for response actions after the incident.
- Establish casualty and fatality processes.



FEMA
Visual 5.14
Multihazard Emergency Planning for Schools (G364)

Key Points

After an incident (especially one involving violence and/or casualties), expect a wide range of grieving behavior—from screaming, displays of anger, sobbing, silence, or being apparently unaffected. Faculty, staff, and administrators are not immune from grief. School personnel should expect and accept grief in whatever forms it takes and encourage the natural expression of grief from all who are affected.

A psychological and emotional recovery team can help in the healing process by:

- **Reducing fear**—Helping to restore confidence in the safety of the environment by discussing security measures and addressing fears that an incident may occur again.
- **Facilitating grieving**—Formulating a policy on funerals and other memorials, helping plan incident- and age-appropriate activities, and obtaining as needed the services of trained counselors and other experts from the community.
- **Supporting loved ones**—Answering questions about the incident and the response, and offering advice on addressing children’s needs.
- **Promoting the primary mission**—Promoting the focus on learning by supporting a return to regular schedules and calling in substitute personnel as needed.
- **Planning for immediate after-incident actions**—Identifying and contacting any at-risk survivors, holding meetings with family or the community, and updating the school EOP.
- **Establishing a casualty and fatality process**—Determining who tells loved ones about casualties and fatalities.
- **Planning for postincident response actions**, including identifying and contacting any at-risk students, holding meetings with parents or the community, and revising the school EOP.

RECOVERY PROCEDURES

Visual 5.15

Team Members

Psychological and emotional recovery team members:

- **Are trained to handle emotional responses.**
- **Have the ability/authority to make decisions.**
- **Must be:**
 - **Respected.**
 - **Sensitive.**
 - **Calm.**

Who should be on your team?

FEMA

Visual 5.15
Multihazard Emergency Planning for Schools (G364)

Key Points

Psychological and emotional recovery teams should include counselors and others who are:

- Trained to handle emotional response issues.
- Able and authorized to make decisions.
- Respected within the organization and the community.
- Sensitive to student, staff, and community needs.
- Calm and able to make decisions in stressful situations.

Qualified mental health professionals in the community that can assist during recovery should be identified.

- Consider including on the psychological and emotional recovery team:
 - Organization leaders—People with authority to make decisions in the time of crisis.
 - Staff—Those who have day-to-day contact with survivors, such as teachers, counselors, coaches, or others.
 - Key personnel—Individuals who have expertise in aspects of recovery operations, such as communications systems, information management, or crowd control.
 - Law enforcement personnel—Those who will conduct the investigation and interact with staff, leaders, survivors, and the community.
- If an incident occurs, it will be important to have professionals in the community who are able to respond quickly and who will be committed to the effort over time.

RECOVERY PROCEDURES

Visual 5.15 (Continued)

- Contact outside resources ahead of time to determine their availability and willingness to help by:
 - Being available to talk with individuals needing support or counseling.
 - Seeing professionally any individuals who are referred by the school.
- Once a support program has been set in motion, it is important to have continuity. Clarify understandings with key resources by establishing memorandums of understanding.
- Some organizations use a crisis consultant to help develop, review, and implement crisis plans. Sometimes consultants are able to be more objective than staff because they are not emotionally tied to the victims.
- In preparation for activation in a crisis, consider how team members will be trained in appropriate intervention techniques. For example, local counselors may be able to train your staff and volunteers to make an initial assessment of the emotional needs of survivors and identify those who need additional services. Training should focus on how crisis interventions can be applied in your particular setting and with your population.

The U.S. Department of Justice's School Crisis Response Initiative suggests the following psychological and emotional recovery team roles:

RECOVERY PROCEDURES**Visual 5.15 (Continued)**

Role	Description
Crisis team chair	Convenes scheduled and emergency team meetings, oversees both broad and specific team functions, ensures that the required resources are available to each team member for assigned duties, and communicates with the district-level team. Is often an administrator or designee.
Coordinator of counseling	Develops mechanisms for ongoing training of crisis team members and other staff and identifies and establishes liaisons with community resources for counseling. At the time of a crisis, determines the extent of counseling services needed, mobilizes community resources, and oversees the mental health services provided to individuals. Must have appropriate counseling and mental health skills and experience.
Staff notification coordinator	Establishes, coordinates, and initiates the telephone tree to contact the crisis team and general staff, including itinerant, part-time, and paraprofessional staff. Also establishes a plan to rapidly disseminate relevant information to all staff during regular hours.
Communications coordinator	Conducts all direct in-house communications, screens incoming calls, and maintains a log of telephone calls related to the crisis event. Helps the staff notification coordinator develop a notification protocol for a crisis event that occurs during the day.
Reunification coordinator	Establishes the reunification center/area and manages the reunification process.
Public information	Contacts the media; prepares statements to disseminate to staff, students/members, loved ones, and the community; and maintains ongoing contact with law enforcement, emergency services, hospital representatives, and others to keep information current. Handles all media requests for information and responds.
Incident crowd management	In collaboration with law enforcement and first responders, develops and implements plans for crowd management and movement during crises, including any required evacuation plans and security measures. Crowd management plans must anticipate many scenarios, including the need to cordon off areas to preserve physical evidence or to manage increased vehicular and pedestrian traffic. Because of the possibility of actual threats to physical safety, crowd management plans must provide for safe and organized movement in a way that minimizes the risk of harm under various threats, such as sniper fire.

RECOVERY PROCEDURES

Visual 5.16

Academic Recovery

- Identify who can open/close the school.
- Identify temporary sites.
- Identify strategies to:
 - Continue teaching.
 - Communicate with parents/guardians.
 - Reevaluate the curriculum.

How will you establish structure and restore routine?

FEMA
Visual 5.16
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your academic recovery procedures:

- **Identify who will be responsible for making the decision to close/open schools**, or send students/staff to alternate locations. Identify ways to convey that information to parents/guardians, students, and school staff and officials.
- **Identify possible temporary sites** for classrooms and administrative operations. Consider locations for both short-term and longer term operations, and the decisionmaking process for selecting a location.
- **Identify strategies to continue teaching.** Examples include:
 - Mailing lessons to students.
 - Using telecommunications (e.g., local television or radio stations, text messages, emails, Web portals).
 - Providing tutors for homebound students.
 - Rearranging the syllabus or tests until needed facilities are available.

For example, after Hurricane Katrina high school students displaced by the hurricane were eligible for free, teacher-led online courses.

Consider also ways to meet additional staffing needs in case personnel are unable to perform their responsibilities.

RECOVERY PROCEDURES

Visual 5.16 (Continued)

- **Communicate with parents/guardians** regarding changes to schedules, updates on classroom locations, and information on the status of the school building. Keeping parents and guardians informed is critical to maintaining their support. As an added benefit, being proactive and releasing information about the school's recovery can help offset any negative perceptions created by the incident or the response.
- **Reevaluate the curriculum** and determine what topics can be delayed or discarded. Contact the State department of education to see what flexibility may be available to local school districts.

RECOVERY PROCEDURES

Visual 5.17

Physical Recovery

How will you:

- Document school assets?
- Access school records?
- Coordinate with utility and insurance companies?
- Resume transportation and food services?
- Obtain classroom equipment, books, and materials?
- Restore school buildings and grounds?



 **FEMA** Visual 5.17
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your functional annex for physical recovery, consider how you will:

- **Document school assets and records** in case of damage, including which personnel have expert knowledge of school assets and how and where they will **access records** to verify current assets after disaster strikes.
- **Coordinate with utility and insurance companies** before an emergency to support a quicker recovery.
- **Resume transportation and food services.** Consider how students will get to the school if an important road is damaged in an incident.
- **Obtain classroom equipment, books, and materials** in advance of relocating, either to a new temporary or permanent location or back to a former, restored location.
- **Restore buildings and grounds** (e.g., debris removal, repairing, repainting, and/or re-landscaping).

RECOVERY PROCEDURES

Visual 5.18

Fiscal Recovery

Identify how you will:

- Execute contracts rapidly.
- Issue return-to-work notifications.
- Register students.
- Keep redundant records.
- Restore business functions.
- Identify resources for emergency relief funding.
- Manage donations.

How will you protect and recover critical records?

FEMA
Visual 5.18
Multihazard Emergency Planning for Schools (G364)

Key Points

In developing your functional annex for fiscal recovery:

- **Ensure systems are in place for rapid contract execution** after an incident. The period after a school building has been destroyed by a tornado is not the ideal time to start negotiating contracts on temporary building space.
- **Create a notification system** that will inform staff on the specifics of returning to work.
- **Create a system for registering students** (out of district or into alternative schools). Displaced students may be missing immunization records, proof of residency, or cumulative folders and permanent school records. If a nearby school district is able to reopen their schools sooner, parents/guardians may want to enroll their children in that district.
- **Ensure you have redundant records kept at a different physical location.** Be sure to include a copy of the school's insurance policy and keep the policy current.
- **Identify a line of succession** to restore business functions, including administrative and recordkeeping functions such as payroll, accounting, and personal records.
- **Identify resources the school may access for emergency relief funding.** Work with the community and local and State government to identify possibilities.

RECOVERY PROCEDURES

Visual 5.18 (Continued)

- **Identify how donations will be managed.** When disasters happen, the public often wants to provide donations to the school to show support. It is important to have a plan for what can be accepted and how donations will be managed.

Example: Newtown, CT, officials were overwhelmed by the donations of gifts sent after the Sandy Hook school shooting tragedy. Newtown received tens of thousands of toys, artwork, and school supplies. The town offered donation guidance to the public including:

- Contacting the receiving organization prior to donating.
- Not sending perishable items.
- Being patient because items require inspection.
- Asking national organizations to register with the town.

Source: <http://www.usatoday.com/story/news/nation/2012/12/26/newtown-sandy-hook-school-shooting-halt-gifts/1792553/>

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19

Communications Annex

Address communication before, during, and after an emergency, including:

- Integration with response network
- Equipment operation and compatibility
- Communication within the school and with the community
- Addressing language, functional needs, and technology barriers
- Interaction with the media
- Rumor control



 **FEMA** 

Visual 5.19
Multihazard Emergency Planning for Schools (G364)

Key Points

The communications functional annex addresses:

- Communication of emergency protocols **before** an emergency.
- Communication and coordination **during** emergencies (both internal communication and communications with external stakeholders).
- Communication **after** an emergency.

When developing the communications functional annex, consider:

- **How the school's communications system integrates into the local disaster response communications network (e.g., fire, law enforcement).** Routine and frequent communication with external response agencies is essential throughout the process. This element of the functional annex should include procedures that have been developed in advance with responders for:
 - **Transferring command.** Procedures should be established to facilitate the transfer of command between the school and first responders. For example, in the case of an intruder or hostage situation, the initial Incident Commander may transfer command upon the arrival of an Incident Commander from the authorized law enforcement agency. When the situation is resolved, the law enforcement Incident Commander may transfer command to a school Incident Commander to oversee the reunification process and provision of crisis counseling.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19 (Continued)

- **Ensuring interoperable communications.** It is critical to ensure that schools and emergency management/response personnel are able to communicate within and across agencies via voice, data, or other systems when needed, and when authorized.
- **How to ensure relevant staff members can operate communications equipment and that the equipment works.** Any communication system used, whether two-way radios, cell phones, or other equipment, must be capable of operation between the school administrative office, the sending location, and the parent-student reunification site (if applicable), as well as within transit to and from any of those locations. It is also important to ensure that the communication system used by your local responders will work in all parts of your building and outside.

If radios are used, they must be compatible with any school bus radio system. If cell phones are used, the school will need to maintain a list of bus driver cell phones to be used in case of emergencies.

- **How the school will communicate with students, families, and the broader community before, during, and after an emergency.**
 - **Before an incident**, schools should strive to accomplish this goal by creating:
 - Outreach tools to explain the school's EOP and procedures (including tools for people who have hearing or visual impairments, and non-English-speaking parents).
 - Partnerships with qualified parent volunteers to assist during incidents.
 - Templates and procedures for disseminating information to parents/guardians (e.g., text messages, television, radio, phone). Parents and guardians need to be made aware of their responsibilities and procedures to follow, such as family reunification, during an emergency.
 - **During an incident**, schools will be expected to communicate critical information to families. Schools should:
 - Activate established communication systems to describe what is known about an incident and how the school is handling it.
 - Provide instructions and/or additional details as they become available using predetermined communication tools.
 - **Following an incident**, the school may wish to conduct a question-and-answer session for parents/guardians. Such a session can be an opportunity for schools to discuss lessons learned as well as next steps.
- **How to account for potential language and technology barriers faced by students, staff, parents, and guardians.**
- **How the school will handle the media (e.g., district or school public information officer). This may include developing templates for statements to the media, including:**
 - Standard procedures and protocols.
 - Contact information/hotline for more information.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.19 (Continued)

- **How impacts on students will be communicated to the community**, including the impact on activities related to the school but not necessarily at the school or during school hours.
- **How the school will curb rumors.** Rumors inevitably arise during emergencies. When accurate information is not available, rumors begin, and without facts people will speculate. Rumors can create a negative perception of the school's ability to manage the incident. Administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers are primary sources of information and are likely to be contacted by the media and community members. An internal communication strategy should be developed and include several ways to convey information to staff members.
- **How the school will ensure effective communication with individuals with access and functional needs.** This may include coordinating with responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing accessible documents, and ensuring that the school Web site is accessible.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.20

Continuity of Operations (COOP)

The COOP annex:

- Outlines actions for continuation of essential functions immediately after an incident, until resumption of normal operations.
- Enables a rapid response to any emergency situation.



FEMA
Visual 5.20
Multihazard Emergency Planning for Schools (G364)

Key Points

The continuity of operations (COOP) functional annex describes how a school and district will help ensure essential functions continue in an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

The planning team should consider the following when developing this annex:

- Designing the COOP so that it can be activated at any time and sustained for up to 30 days.
- Setting priorities for reestablishing essential functions, such as restoration of school operations, maintaining the safety and well-being of students, and re-creating the learning environment.
- Ensuring that students receive appropriate related services in the event of a prolonged closure.

Note: The COOP plan may be a separate plan from the EOP. If a separate COOP plan is used, it should be identified in the EOP.

The COOP procedures may be defined at the district level for the school to follow. The COOP annex should be designed to operate in conjunction with the local community EOP, if defined at the district level, or designed to operate with the district COOP plan, if defined at the school level.

State law may dictate some provisions that must be addressed in a school COOP annex.

Your Notes:

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.21

Security Annex

Potential topics:

- Agreements with law enforcement
- Physical security of the facility
- Traffic control and pedestrian safety
- Keeping prohibited items out of the school
- Access controls
- Visitor management
- School threat assessment team policies
- Cyber security procedures



 **FEMA** Visual 5.21
Multihazard Emergency Planning for Schools (G364)

Key Points

The security functional annex focuses on the courses of action the school will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

The contents of this annex are derived from the safety and security assessments discussed in Unit 3. Potential topics include:

- Agreements with law enforcement and how they address the daily role of law enforcement in and around school.
- Measures to make the building physically secure (including implementation of Crime Prevention Through Environmental Design (CPTED), presented in Unit 3).
- How to get students to and from school safely (including traffic control and pedestrian safety).
- Measures to keep prohibited items out of school.
- Policies and procedures for access controls and visitor management.
- Policies and procedures for the school threat assessment team and how identified threats are to be handled, including how information will be shared with law enforcement or other responders, keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and other civil rights laws.
- Policies and procedures to maintain data security.

ADDITIONAL FUNCTIONAL ANNEXES

Visual 5.22



Key Points

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23

Plan Review Session

1. Review your existing functional annexes. Does each include:
 - A clear purpose?
 - Scope or definition?
 - Courses of action as detailed procedures?
 - Responsibilities and expectations of staff/faculty, including specific actions?
2. Identify other procedures and/or functional annexes you need to develop.
3. Update your EOP. Add action items to the Action Item Worksheet, as needed.

Use your instructor and sample plan as resources!

FEMA
Visual 5.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This session will enable you to review your plans and identify ways to improve the functional annexes based on the unit contents.

Instructions: Working as a school team or individually:

1. Review the functional annexes in your school EOP. Address the following questions:
 - Do the annexes have a clear purpose?
 - Do the annexes include a scope or definition?
 - Are responsibilities and expectations of staff/faculty addressed, including specific actions? Are there detailed procedures?
2. Are there additional procedures and/or functional annexes you need to develop?
3. Update your school EOP. Make changes directly to the EOP when possible. If not possible, make notes on the school's Action Item Worksheet.

Use the CPG 101 Functional Annex Content Guide Checklist that follows as a resource.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist

These annexes contain detailed descriptions of the methods followed for critical operational functions during emergency operations. Functional annexes support the EOP as they do hazard-specific annexes. There are core functional support activities that should be incorporated, and specific functional support activities that support incident response. The essence of these support functions should be incorporated into plans, rather than be stand-alone.

Transportation

- Describe alternative transportation solutions that can be implemented when systems or infrastructure are damaged, unavailable, or overwhelmed.

Communications

- Identify and describe the actions that will be taken to manage communications between the on-scene personnel/agencies (e.g., radio frequencies/tactical channels, cell phones, data links, command post liaisons, communications vehicle/van) in order to establish and maintain a common operating picture of the incident.
- Identify and describe the actions that will be taken to identify and overcome communications shortfalls (e.g., personnel with incompatible equipment) with the use of alternative methods (e.g., Amateur Radio Emergency Services/Radio Amateur Civil Emergency Service at the command post/off-site locations, CB radios).
- Identify and describe the actions that will be taken to manage communications between the on-scene and off-site personnel/agencies (e.g., shelters, hospitals, emergency management agency).
- Describe how communications are made accessible to individuals with communication disabilities working in emergency operations, in accordance with the Americans with Disabilities Act.
- Identify and describe the actions that will be taken by an emergency operations center to support and coordinate communications between the on- and off-scene personnel and agencies.
- Describe/identify the interoperable communications plan and compatible frequencies used during a response (e.g., who can talk to whom, including contiguous jurisdictions and private agencies).
- Describe how 24-hour communications are provided and maintained.

Damage Assessment

- Identify and describe the actions that will be taken to conduct and coordinate damage assessments.
- Identify and describe the actions that will be taken to collect, organize, and report damage information to county, State, or Federal operations centers within the first 12 to 36 hours of the disaster/emergency.
- Identify and describe the actions that will be taken to request supplemental State/Federal assistance through the State emergency management agency.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Damage Assessment (Continued)

- Include copies of the damage assessment forms used locally (e.g., State-adopted or State-recommended emergency management agency’s damage and needs assessment form or a county equivalent). **Note:** These may be attached as a tab to the plan.

Debris Management

- Identify and describe the actions that will be taken to coordinate the debris collection and removal process (e.g., gather and recycle materials, establish temporary storage sites, sort/haul debris).
- Identify and describe the actions that will be taken to inspect and arrange for the inspection and subsequent disposal of contaminated food supplies.
- Identify the agencies likely to be used to provide technical assistance on the debris removal process (e.g., State environmental protection agency, State department of health, State department of agriculture, local and surrounding county health departments).
- Identify and describe the actions that will be taken to condemn, demolish, and dispose of structures that present a safety hazard.

Direction, Control, Coordination

Initial Notification

- Identify and describe the actions that will be taken to receive and document the initial notification that an emergency has occurred.
- Identify and describe the actions that will be taken to coordinate, manage, and disseminate notifications effectively to alert/dispatch response and support agencies (e.g., 911 centers, individual fire/police dispatch offices, call trees) under all hazards and conditions.
- Describe the use of Emergency Condition/Action Levels in the initial notification process (e.g., Snow Emergency Levels 1–3, Chemical Levels 1–3, Crisis Stages 1–4) where defined by statute, authority, or other guidance.

Incident Assessment

- Identify and describe the actions that will be taken to gather essential information and assess the immediate risks posed by the emergency.
- Describe how the initial assessment is disseminated/shared in order to make protective action decisions and establish response priorities.
- Identify and describe the actions that will be taken to monitor the movement and future effects that may result from the emergency.
- Identify and describe the actions that will be taken to implement the Incident Command System (ICS) and coordinate response operations.
- Describe how/where an incident command post will be established and how it will be identified during the emergency (e.g., green light, flag, radio call).

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Direction, Control, Coordination (Continued)

Incident Command

- Describe the process used to coordinate activities between the incident command post and an activated EOC, including how/when an Incident Commander can request the activation of an EOC.
- Identify and describe the actions that will be taken to coordinate direct communications between the on-scene responders, as well as with the off-scene agencies that have a response role (e.g., hospital, American Red Cross).
- Describe the process the Incident Commander will use to secure additional resources/support when local assets are exhausted or become limited, including planned State, Federal, and private assets.
- Describe the process the Incident Commander will use to coordinate and integrate the unplanned arrival of individuals and volunteer groups into the response system and to clarify their limits on liability protection.

Emergency Operations Center

Note: EOC functions may be addressed in an SOP/SOG. If a separate SOP/SOG is used, it should be identified in the EOP.

- Describe the purpose and functions of an EOC during an emergency or declared disaster.
- Describe/identify under what conditions the school will activate a primary and/or alternate EOC and who makes this determination.
- Identify the primary and alternate sites that will be used as an EOC for the school.
- Describe the process used to activate the primary or alternate EOC (e.g., staff notification, equipment setup), including the process for moving from one EOC to another.
- Identify who is in charge of the EOC and describe how operations will be managed in the EOC.
- Describe/identify the staff and equipment requirements necessary for an EOC (e.g., first response liaisons, elected or appointed officials, support agencies, communications, administrative support).
- Describe the EOC's ability to manage an emergency response that lasts longer than 24 hours (e.g., staffing needs, shift changes, resource needs, feeding, alternate power).
- Identify and describe the actions that will be taken to transition from response to recovery operations.
- Describe the process used to deactivate/close the EOC (e.g., staff releases, equipment cleanup, documentation).
- Identify the lead official and at least two alternates responsible for staffing each key position at the primary EOC, as well as the alternates (if different) to be consistent with NIMS.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Emergency Operations Center (Continued)

- Identify and describe the actions that will be taken to routinely brief senior officials not present in the EOC on the emergency situation (e.g., governor, commissioner, administrative judge, mayor, city council, trustees) and to authorize emergency actions (e.g., declare an emergency, request State and Federal assistance, purchase resources).
- Identify and describe the actions that will be taken to manage public information.
- Provide a diagram of the primary and alternate EOCs (e.g., locations, floor plans, displays) and identify and describe the critical communications equipment available/needed (e.g., phone numbers, radio frequencies, faxes).
- Provide copies of specific forms or logs to be used by EOC personnel.

Public Health

- Describe the agencies and alternate methods used to provide potable water, bulk water, and temporary water distribution systems to the school when the water systems are not functioning (e.g., private sources, boil orders, private wells).
- Describe the agencies and methods used to provide alternate sources for human waste disposal (e.g., arrange portable latrines, encourage sharing with those who have their own septic systems).
- Identify the lead agency for providing health and medical support to individuals with disabilities and others with access and functional needs.
- Describe the mechanisms or processes to effectively identify children who will need additional assistance, as well as individuals with disabilities and others with access and functional needs, with their specific health-related needs in advance of, during, and following an emergency.
- Identify and describe the actions that will be taken to secure medical records to enable children with disabilities and/or other specific health care needs, as well as individuals with disabilities and others with access and functional needs, to receive health care and sustained rehabilitation in advance of, during, and following an emergency.
- Identify and describe the actions that will be taken to assess and provide mental health services for those impacted by the disaster.
- Identify potential sources for medical and general health supplies that will be needed during a disaster (e.g., medical equipment, pharmaceutical supplies, laboratories, toxicologists). **Note:** This information could be maintained under a separate tab or as part of a comprehensive resource manual.
- Describe the method by which public safety and security resources will be provided to support incident operations, including threat or pre-incident and post-incident situations.

Emergency Public Information

- Identify and describe the actions that will be taken to provide continuous and accessible public information about the disaster (e.g., media briefings, press releases, cable interruptions, text messages, door-to-door warnings), secondary effects, and recovery activities.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Emergency Public Information (Continued)

- Identify and describe the actions that will be taken to ensure that information provided by all sources includes the content necessary to enable reviewers to determine its authenticity and potential validity.
- Identify and describe plans, programs, and systems to control rumors by correcting misinformation rapidly.
- Identify and describe the actions that will be taken to inform individuals with sensory, intellectual, or cognitive disabilities; individuals with limited English proficiency; and others with access and functional needs.
- Describe the role of a public information officer and the actions this person will take to coordinate public information releases (e.g., working with media at the scene, using a Joint Information Center, coordinating information among agencies/elected and appointed officials).
- Identify and describe the actions that will be taken to manage rumor control on- and off-scene (e.g., monitoring AM/FM radio and television broadcasts).
- List the local media contacts and describe their abilities to provide warnings.

Population Protection

This annex describes the processes for implementing and supporting protective actions taken by the public.

- Identify and describe the actions that will be taken to coordinate evacuations and sheltering-in-place for all segments of the school population, including individuals with disabilities, and others with access and functional needs.
- Describe the protocols and criteria used to decide when to recommend evacuation or sheltering-in-place.
- Describe the conditions necessary to initiate an evacuation or sheltering-in-place and identify who has the authority to initiate such action.
- Identify and describe the actions that will be taken to conduct the evacuation and to provide security for the evacuation area.
- Identify and describe the actions that will be taken to perform advanced/early evacuation, which is often necessary to accommodate children and others with mobility issues.
- Identify and describe the actions that will be taken to track unaccompanied minors and to reunite children with their families.
- Identify and describe the actions that will be taken to protect target at-risk groups and/or facilities (e.g., racial, ethnic, religious) in the event of a terrorism alert.
- Describe the plan for receiving those evacuated as a result of hazards in neighboring jurisdictions, including household pets and service animals.
- Describe the methods used to keep children and others with disabilities with their caregivers, mobility devices, other durable medical equipment, and/or service animals during an evacuation.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Population Protection (Continued)

- Describe the protocols and criteria that will be used to recommend termination of sheltering-in-place.
- Identify and describe the actions that will be taken to identify and assist moving evacuees, including assisting individuals with disabilities and others with access and functional needs.
- Identify and describe the actions that will be taken to ensure the availability of sufficient and timely accessible transportation to evacuate children and other individuals with access and functional needs whose families do not have their own transportation resources.

Continuity of Operations (COOP)

Note: Continuity of operations (COOP) may have a separate plan from the EOP. If a separate COOP plan is used, it should be identified in the EOP.

- Describe plans for establishing recovery time objectives, recovery point objectives, or recovery priorities for each essential function.
- Identify personnel and/or teams needed to perform essential functions.
- Describe orders of succession and delegations of authority.
- Describe continuity/alternate facilities and continuity communications methods.
- Describe plans for vital records and human capital management.
- Describe plans for devolution or direction and control.
- Describe plans for reconstitution of operations.
- Identify applicable training and exercise programs.
- Describe the processes for evaluations, after-action reports, and lessons learned.
- Describe the process and criteria for corrective action plans.

Warning

- Describe the use of emergency condition levels in the public notification process (e.g., snow emergencies, hazardous materials incidents, nuclear power plant incidents).
- Identify and describe the actions that will be taken to alert individuals with sensory or cognitive disabilities and others with access and functional needs in the workplace, public venues, and in their homes.

Financial Management

- Identify and describe the actions that will be taken to ensure that funds are provided expeditiously and that financial operations are conducted in accordance with established law, policies, regulations, and standards.

Worker Safety and Health

- Describe the processes to ensure response and recovery worker safety and health during incident response and recovery.

ACTIVITY: PLAN REVIEW SESSION

Visual 5.23 (Continued)

CPG 101 Functional Annex Content Guide Checklist (Continued)

Prevention and Protection Activities

This annex describes the methods to be followed to conduct basic prevention and protection activities.

Prevention Activities

This process is used to identify prevention activities designed to reduce the risk of terrorism.

- Describe the integration of prevention activities in support of response and recovery operations.

Protection Activities

This process is used to identify protection activities designed to reduce the risk of terrorism.

- Describe the integration of protection activities in support of response and recovery operations.

Source: Adapted from Comprehensive Preparedness Guide 101 Version 2.0, November 2010, Appendix C

UNIT SUMMARY

Visual 5.24

Unit Summary

Key Learning Points

- **Functional annexes detail the goals, objectives, and courses of action for functions that apply across multiple threats or hazards.**
- **Functional annexes describe how a school manages a function before, during, and after an incident.**

Related Toolkit Resources 

 **FEMA** 
Visual 5.24
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Functional annexes detail the goals, objectives, and courses of action for functions that apply across multiple threats or hazards.
- Functional annexes describe how a school manages a function before, during, and after an incident.



Useful toolkit resources related to this unit are provided in the Functional Procedures section under **Developing Plans and Procedures**.

Unit 6 provides an opportunity to develop or refine threat/hazard/incident-specific annexes in the school EOP.

Your Notes:

UNIT 6. DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

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UNIT INTRODUCTION

Visual 6.1



Key Points

This unit presents information on annexes that should be included in a school emergency operations plan (EOP) that focus on specific types of threats, hazards, and incidents.

UNIT INTRODUCTION

Visual 6.2

Unit Objectives

- State the elements included in threat/hazard-specific annexes.
- Develop or update threat/hazard-specific annexes in the school EOP.

FEMA
Visual 6.2
Multihazard Emergency Planning for Schools (G364)

Key Points

The unit objectives are to enable you to:

- State the elements included in threat/hazard-specific annexes.
- Develop or update threat/hazard-specific annexes.

Both the importance of and the challenges faced in developing and implementing threat/hazard-specific procedures are great.

Example #1: In March 2007, a deadly tornado hit a high school in Alabama. Officials at the school had first planned on evacuating the school in response to the severe weather warnings. After learning of an approaching tornado, they decided to keep the students inside the school. Students moved to the interior of the school. Minutes later, a tornado struck the school, ripping off the roof and collapsing walls. Eight students were killed. Although the school and government officials faced heavy criticism from the community for the decision to remain at the school, some said the death toll would have been far greater if the students had been outside, lining up for school buses, when the tornado hit.

Example #2: A 43-year-old man, wearing a hooded jacket and carrying a backpack, walked into a high school with a group of students. He entered a classroom and took seven female students hostage for several hours. Through hostage negotiations five students were released safely. After several hours of no communication with the gunman, the tactical team forcefully entered the classroom. One student escaped safely while the other was shot and died an hour later.

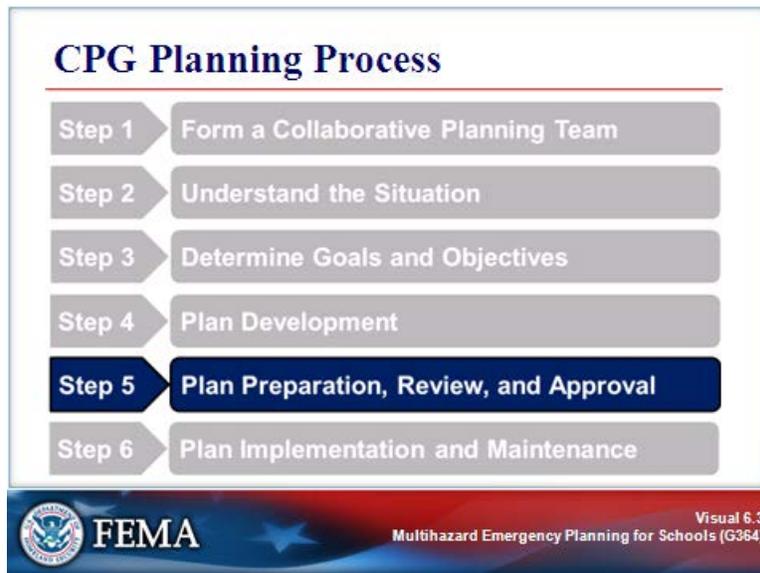
UNIT INTRODUCTION

Visual 6.2 (Continued)

Although the school district had conducted an active shooter drill several weeks before the incident, they still identified several lessons learned based on the actual incident including addressing mental health needs, incorporating NIMS principles into the response, addressing communication interoperability, and considering student and staff access and functional needs.

UNIT INTRODUCTION

Visual 6.3



Key Points

Earlier units in this course described the first five steps in the CPG 101 planning process: forming the planning team, understanding the situation, determining goals and objectives, plan development, and plan preparation, review, and approval.

This unit continues with step 5 of the process, focusing on threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.4



Key Points

Unit 3 presented the importance of conducting assessments to identify threats and hazards in order to develop a comprehensive school EOP. The process of developing threat/hazard-specific annexes builds on the information from the different school assessments.

In order to properly develop threat/hazard-specific annexes, the planning team:

- Reviews the information gathered from the school's threat and hazard assessments.
- Considers what information is already included in any functional annexes that have been developed.
- Identifies any gaps in the information provided.
- Develops necessary threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.5



Key Points

In developing threat- and hazard-specific annexes, the core planning team, working in conjunction with relevant subject-matter experts on the expanded team, should:

- Identify types of threat and hazard incidents that will require unique procedures within the school EOP.
- Identify the title, goal, objective, and courses of action (including responsibilities, communication, and specific actions).
- Provide a brief summary of how the critical operational functions will be incorporated into the threat- or hazard-specific annex.
- Test and refine the procedures.
- Approve and disseminate the procedures.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.6

Identifying Annexes

Threat/hazard-specific annexes:

- **Are only needed when a specific threat, hazard, or type of incident:**
 - **Presents unique challenges, or**
 - **Requires unique procedures, roles, and responsibilities.**
- **Do not repeat information presented elsewhere in the plan.**

FEMA
Visual 6.6
Multihazard Emergency Planning for Schools (G364)

Key Points

The number and types of threat- and hazard-specific annexes included in the school EOP should be based on the results of your security assessments and the identification of threats and hazards of greatest concern.

Not every threat or hazard requires an annex!

- **Select those that present unique challenges or unique procedures, roles, or responsibilities.** Create a threat- or hazard-specific annex only if the given challenges are not sufficiently addressed in the basic plan or functional annexes. Therefore, the school EOP may not include a great number of threat or hazard annexes.

If there is a functional annex that applies to one of the threat or hazard annexes, the threat or hazard annex should include it by reference. For example, if a course of action for a fire hazard involves evacuation and there is an evacuation functional annex, the Fire Threat Annex would indicate “see Evacuation Annex” in the Fire Annex course of action section, rather than repeat the evacuation courses of action in the Fire Annex.

- **Don’t repeat information presented in the basic plan or functional annexes.** Repeating information is not advisable for the following reasons:
 - School staff and students should learn and exercise simple procedures that apply to all threats and hazards. The threat and hazard annexes should present only unique information.
 - Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
 - The school EOP becomes larger and more difficult for users to comprehend.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.6 (Continued)

- **Examples** of threat/hazard-specific annexes in a school EOP include:
 - Hurricane/Severe Storm
 - Earthquake
 - Tornado
 - Hazardous Materials Incident
 - Mass Casualty
 - Active Shooter
 - Pandemic/Disease Outbreak

(Note: This is not a complete list. Planning teams must define annexes on the basis of their hazard/threat and security assessment.)

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.7

Developing Annexes

The threat/hazard-specific annex should:

- Summarize where and how the given threat or hazard is likely to affect the school.
- Focus on the needs for the given threat or hazard.
- Include:
 - Any local, State, tribal, and Federal legal requirements.
 - Supporting documents.



Key Points

When developing your threat/hazard-specific annexes:

- **Summarize** where and how hazards are likely to impact the school. The hazards may be:
 - Natural (e.g., earthquake, flood, hazardous weather, public health emergency).
 - Technological (e.g., infrastructure/utility disruption, radiological, or hazardous material release).
 - Human-caused (e.g., criminal or violent behavior, intruder, demonstration, active shooter, terrorism).
- **Focus on** the planning, mitigation, and response needs for a given hazard. This includes any provisions and protocols for warning the public and disseminating emergency public information.
- **Include:**
 - Information on legal requirements as directed by specific local, State, and Federal laws.
 - Supporting documents as needed to clarify contents of the basic plan.

For example, in the case of a terrorist incident the lead agency nationwide is the Federal Bureau of Investigation. There may be State laws governing response authorities for certain types of incidents. It is important to consult legal counsel or research State laws when developing threat/hazard-specific annexes.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.8

Annex Example: Pandemic Flu

- People may have little or no immunity to a flu virus.
- Pandemic influenza:
 - Causes serious illness.
 - Spreads easily person to person.
 - Can sweep around the world in a short time.



Cover it!

How does your plan address pandemic flu?



Visual 6.8
Multihazard Emergency Planning for Schools (G364)

Key Points

Now that you know what should be included in a threat/hazard-specific annex, look at some examples of hazards that you may want to include.

While people may think of tornadoes or wildfires as natural hazards, pandemic disease such as influenza is also a natural hazard and you may want to include procedures in your school EOP to address the pandemic flu.

Depending on the viral strain, the population may have little to no immunity to a flu virus. In these cases, influenza may:

- Cause serious illness.
- Spread easily from person to person.
- Sweep across the country and around the world in a very short time.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.8 (Continued)

The CDC advocates simple actions that everyone can do to stay healthy, including:

- Covering your nose and mouth with a tissue when you cough or sneeze.
- Washing your hands often with soap and water, especially after you cough or sneeze.
- Avoiding touching your eyes, nose, or mouth.
- Staying home if you get sick.

The CDC also recommends that people with the flu should stay at home until 24 hours after the fever is gone. Other people in their household should also, to the degree possible, minimize outside contact during this time. State and local health agencies may have different recommendations, depending on the risk to local communities.

A school should take these recommendations into account when developing the response procedures for a flu outbreak.

The Centers for Disease Control and Prevention (CDC) has developed recommended actions to take for each school year. Check the CDC Web site (<http://www.cdc.gov>), search topic: school health.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.9

Annex Example: School Violence

School violence:

- Can be directed at students or faculty/staff.
- Includes bullying, cyberbullying, slapping, punching, weapon use, and sexual assault.



How does your plan address violence?

 **FEMA** Visual 6.9
Multihazard Emergency Planning for Schools (G364)

Key Points

Schools may also want to include a threat/hazard-specific annex on school violence. School violence:

- Can be directed at students or faculty/staff.
- Includes bullying, cyberbullying, slapping, punching, weapon use, and sexual assault.
- May involve one or more schools, as in gang violence and inter-school rivalries.

DEVELOPING THREAT/HAZARD-SPECIFIC ANNEXES

Visual 6.10

Annex Examples in the Sample Plan

The sample plan includes annexes for:

- Flood
- Hazardous materials
- Active shooter
- Pandemic

What threat/hazard-specific annexes are included in your current school EOP?



 **FEMA**  Visual 6.10
Multihazard Emergency Planning for Schools (G364)

Key Points

The Sample School EOP includes threat/hazard-specific annexes related to natural (flood, pandemic), technological (hazardous materials), and human-caused (active shooter) threats and hazards.

PLAN REVIEW SESSION

Visual 6.11

Plan Review Session

1. Review your existing threat/hazard-specific annexes.
Do they include:
 - Specific concerns, capabilities, and resources?
 - Responsibilities?
 - Critical operational functions or procedures?
2. Are there additional threat- or hazard-specific annexes you need to develop?
3. Add action items to the worksheet, as needed.

Use your instructors and sample plan as resources!



 **FEMA** Visual 6.11
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will enable you to review and further develop your school EOP.

Instructions: Working as a school team or individually:

1. Review the threat/hazard-specific annexes in your school EOP, the sample plan (if provided), and the Threat/Hazard-Specific Annex Content Guide that follows.
 - Are any annexes repetitive or unnecessary?
 - Determine if the threat/hazard-specific annexes include:
 - The school's specific concerns, capabilities, and resources.
 - Responsibilities (principal's actions, staff/faculty actions, etc.).
 - Critical operational functions or procedures for responding to this hazard.
2. Are there additional procedures and/or threat/hazard-specific annexes you need to develop?

PLAN REVIEW SESSION

Visual 6.11 (Continued)

3. Update your EOP. Remember that you do not need to repeat information contained elsewhere in the plan.

Use your instructor and the Sample School EOP as resources!

UNIT SUMMARY

Visual 6.12

Unit Summary

Key Learning Points

Threat/hazard-specific annexes:

- Build on threat, hazard, and vulnerability identification and assessments.
- Describe emergency response strategies for a specific threat, hazard, or incident.
- Provide information unique to that threat, hazard, or incident and should not repeat information contained elsewhere in the school EOP.

Related Toolkit Resources 

 **FEMA** 

Visual 6.12
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

Threat/hazard-specific annexes:

- Build on threat, hazard, and vulnerability identification and assessments.
- Describe emergency response strategies for a specific threat, hazard, or incident.
- Provide information unique to that threat, hazard, or incident and should not repeat information contained elsewhere in the school EOP.



Useful toolkit resources related to this unit are provided in the Threat/Hazard-Specific Procedures section under **Developing Plans and Procedures**.

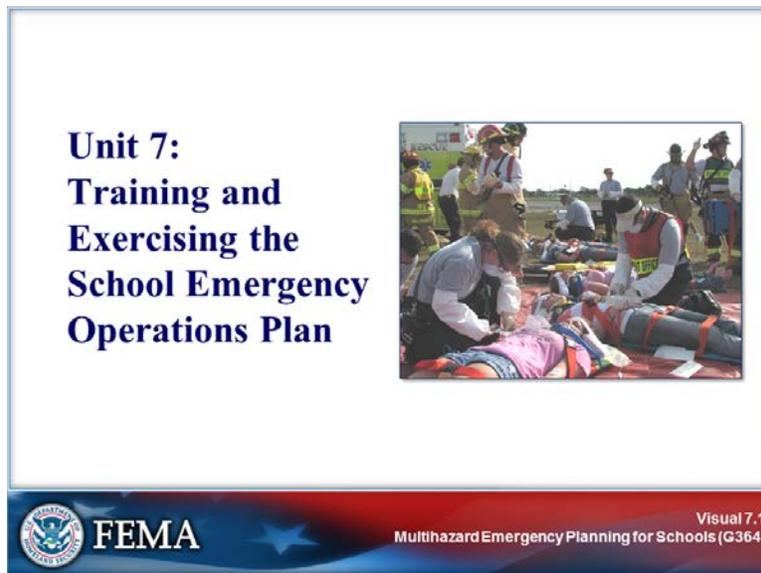
Unit 7 describes considerations for training and exercising the procedures in the school EOP.

**UNIT 7. TRAINING AND EXERCISING
THE SCHOOL EMERGENCY OPERATIONS PLAN**

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UNIT INTRODUCTION

Visual 7.1



Key Points

This unit is based on the Homeland Security Exercise and Evaluation Program (HSEEP), a nationwide standard approach to exercising emergency plans. HSEEP provides information and guidance on training and exercising the school EOP, the types of exercises that can be used, and using exercise results to improve school preparedness.



See **Conducting Exercises & Drills** in the Course Toolkit for a link to the HSEEP Web site.

UNIT INTRODUCTION

Visual 7.2

Unit Objectives

- Explain the benefits of training and exercising the school EOP.
- Identify the types of exercises available to exercise the school plan.
- Describe steps for developing effective exercises.
- Describe how exercise results are used to improve school preparedness efforts.



The bottom of the slide features a red and blue banner. On the left is the FEMA logo, which includes the text 'FEDERAL EMERGENCY MANAGEMENT AGENCY' around a central emblem. To the right of the logo is the text 'FEMA'. Further right is a blue star. On the far right, the text reads 'Visual 7.2' and 'Multihazard Emergency Planning for Schools (G364)'.

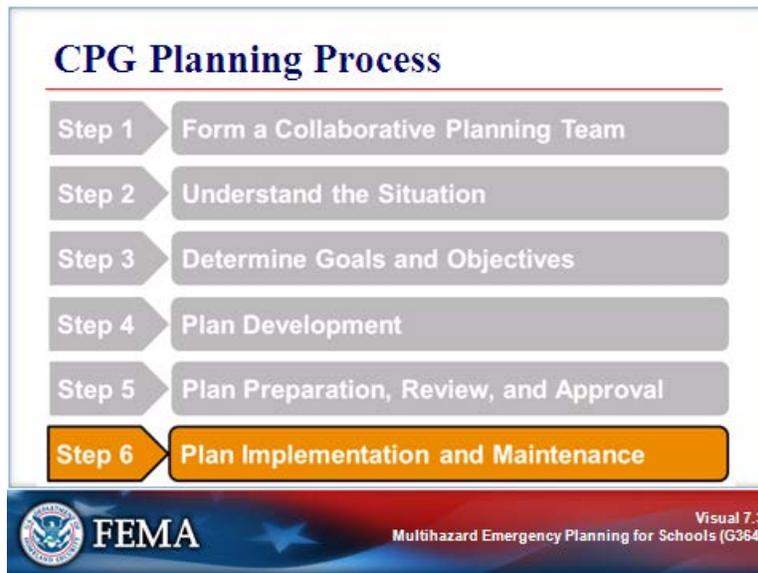
Key Points

The unit objectives will enable you to:

- Explain the benefits of training and exercising the school emergency operations plan.
- Identify the types of exercises available to exercise the school plan.
- Describe steps for developing effective exercises.
- Describe how exercise results are used to improve school preparedness efforts.

UNIT INTRODUCTION

Visual 7.3



Key Points

Earlier units in this course described the first five steps in the CPG 101 planning process: forming the planning team, understanding the situation, determining goals and objectives, plan development, and plan preparation, review, and approval.

This unit describes step 6 of the process, Plan Implementation and Maintenance. This unit addresses information presented in the following resources:

- Homeland Security Exercise and Evaluation Program (HSEEP)
- CPG 101, Developing and Maintaining Emergency Operations Plans
- Guide for Developing High-Quality School Emergency Operations Plans

HSEEP constitutes a national standard for all exercises and helps organizations objectively exercise and evaluate their capabilities. **HSEEP compliance may be a requirement for Federal funding or grant programs for schools.**

Local and State emergency management personnel may be available to assist schools in developing exercises and training activities to test the plan and to comply with HSEEP requirements.

UNIT INTRODUCTION

Visual 7.4

Step 6: Plan Implementation and Maintenance

Step 6 Plan Implementation and Maintenance

- Train stakeholders on the school EOP and their role.
- Exercise the plan.
- Review, revise, and maintain the school EOP.

FEMA
Visual 7.4
Multihazard Emergency Planning for Schools (G364)

Key Points

The next step in the CPG planning process is implementing and maintaining the plan, which includes training, exercising, and updating the plan.

- **Training:** Staff and students need to have the knowledge, skills, and abilities to perform the tasks and school-specific procedures identified in the school EOP.
- **Exercising:** Evaluating the effectiveness of the school EOP involves a combination of training events, exercises, and real-world incidents to determine whether the goals, objectives, and actions outlined in the plan will support a successful response. Exercise programs are an integral part of the planning process.
- **Reviewing, revising, and maintaining the plan:** This step closes the loop in the planning process. It focuses on using the information gained from activating or exercising the plan to revise the plan.

TRAINING

Visual 7.5

Training and Exercises

Training and exercises should:

- Address different audiences.
- Be age-appropriate.
- Vary.
- Recur.



 **FEMA** 

Visual 7.5
Multihazard Emergency Planning for Schools (G364)

Key Points

In order for the school EOP to serve its intended purpose, it needs to become part of the culture, not just a document on the shelf. Conducting training and exercises helps to incorporate the school EOP into your school culture. The more your school EOP is practiced and stakeholders are trained on its contents, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property.

Training and exercises provide opportunities to work with community partners, and exercises help to identify gaps and weaknesses in your school EOP.

When planning training and exercises, ensure they:

- **Address different audiences:** Training and exercises should be provided for all target audiences. Examples of different school audiences include:
 - Staff, such as administrators, teachers, substitute teachers, support staff (e.g., cafeteria workers, maintenance staff, custodians, bus drivers, and crossing guards), and volunteers.
 - Students, including those with disabilities, limited English proficiency, or other access and functional needs.
 - Parents, guardians, and caregivers, including traditional and nontraditional family units (e.g., divorced/multiple households) and those with limited English proficiency.
- **Are age-appropriate:** Concepts should be presented in a manner that can be easily understood and that ensures the target audience is prepared, not frightened.

TRAINING

Visual 7.5 (Continued)

- **Vary:** Variation helps create “new” interest in an “old” topic. Add variety by using:
 - A formal preparedness curriculum, with prepared courses for all grade levels.
 - Reminder-level training, such as posters, signs, or a “tip of the day.”
 - Activities that are linked to Standards of Learning (SOLs), such as hazard hunts for school and home, storybooks, checklists, experiments, writing and drawing activities, or a themed science fair.
 - Guest speakers and classroom visitors, such as:
 - Emergency management personnel.
 - Search and rescue teams.
 - Specialized skills training, such as Community Emergency Response Team (CERT or Teen CERT) training.
 - Both small-scale and large-scale training exercises. Exercises may be conducted under varying conditions to test capabilities.
 - Both discussion-based and hands-on training.
- **Recur:** The school EOP shouldn’t “gather dust” on the shelf. Periodic training and exercises provide reminders and refresh learning.

TRAINING

Visual 7.6

Training Benefits

Training benefits include:

- **Developing awareness of the school EOP.**
- **Underscoring the importance of and enhancing school preparedness.**
- **Enabling school staff and students to respond rapidly and effectively in times of stress.**



 **FEMA** 

Visual 7.6
Multihazard Emergency Planning for Schools (G364)

Key Points

Training provides staff, students, parents/guardians, and other stakeholders with the knowledge, skills, and tools they need to perform critical tasks identified in the EOP and respond during an emergency. Benefits of providing training include:

- Developing an awareness of the school EOP by familiarizing staff, students, parents/guardians, and other stakeholders with processes, policies, and procedures.
- Underscoring the importance of preparedness and enhancing school preparedness.
- Enabling staff and students to carry out the planned procedures rapidly and effectively by providing the necessary knowledge and skills.

TRAINING

Visual 7.7



Key Points

Training can be delivered through:

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new fire drill meeting sites, tips on how to use the student information system to find student contact information, new district contact information).
- **Seminars:**
 - Are typically conducted in a lecture-based format with limited feedback or interaction from participants.
 - Do not involve an actual exercise of the plan.
 - Enable each participant to become familiar with the plan and the roles, responsibilities, and procedures of those involved.
 - Can also be used to discuss and describe technical matters with involved, nontechnical personnel.
 - Include classroom training (e.g., Community Emergency Response Team (CERT) training, first aid and CPR, and conflict resolution).
- **Workshops:** Resemble a seminar but are employed to build specific products, such as a draft plan or policy (e.g., a Training and Exercise Plan Workshop is used to develop a Multiyear Training and Exercise Plan).

TRAINING

Visual 7.7 (Continued)

Some examples of training components include:

- Holding a meeting once a year to familiarize stakeholders with the plan.
- Visiting evacuation sites and reunification, media, and triage areas.
- Providing key stakeholders with plans, policies, and procedures.
- Posting key information throughout the school.
- Familiarizing students and staff with community partners, such as law enforcement and EMS personnel.
- Training staff on specific skills such as first aid, the Incident Command System, and emergency management.

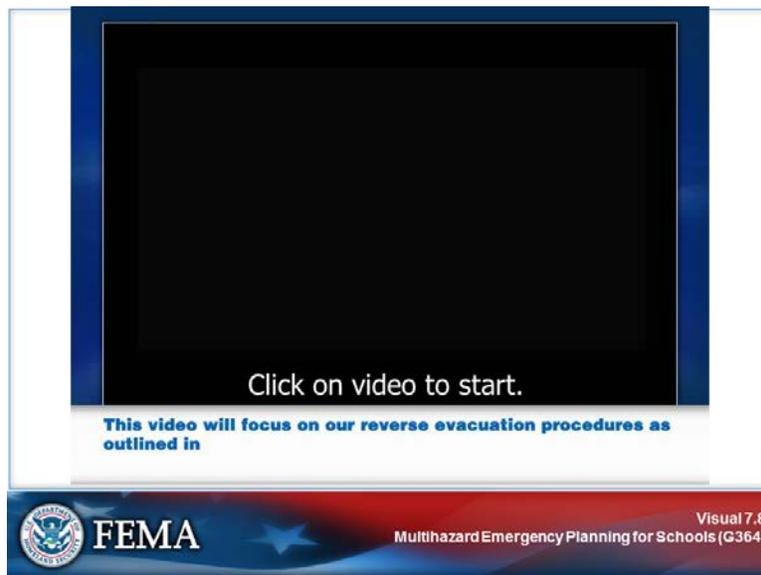
A good source for training on emergency management awareness is your local emergency management agency.



Useful training resources are provided in the **Conducting Training & Exercises** section of the toolkit.

TRAINING

Visual 7.8



Key Points

Reverse Evacuation Procedures

Lincoln County School District in Newport, Oregon, developed a series of staff training videos in support of the district's EOPs. The project was funded through a Readiness and Emergency Management for Schools Grant from the U.S. Department of Education's Office of Safe and Drug-Free Schools. The district used Safe Havens International to film and produce the videos in its schools, using students, staff, and local emergency service partners as actors.

The reverse evacuation video is one of the videos from the series.

TRAINING

Visual 7.8 (Continued)

Video Transcript:

THIS VIDEO WILL FOCUS ON OUR REVERSE EVACUATION PROCEDURES AS OUTLINED IN THE LINCOLN COUNTY SCHOOL DISTRICT EMERGENCY PLAN.

A reverse evacuation is used to help get students and staff back into the building when there is a dangerous situation occurring while they are outside the school. It can be used to protect students and staff from a wide range of outdoor threats, such as severe weather, a dangerous person, an aggressive animal, or a hazardous materials incident.

The reverse evacuation protocol can be combined with lockdown, shelter-in-place, and severe weather protocols since it is common for at least some students and staff to be outdoors when an emergency occurs. For example, the reverse evacuation procedure could be combined with a code yellow lockdown protocol if there are any classes meeting outside during a nearby police chase. Or the reverse evacuation could be combined with the shelter-in-place protocol if there is a hazardous materials incident near school and students are outside the building. A reverse evacuation can also be used to return students and staff to the building after a regular evacuation.

Administrators deciding to implement the reverse evacuation protocol will announce “May I have your attention, this is a reverse evacuation. I repeat this is a reverse evacuation. Follow reverse evacuation procedures immediately.” Also include instructions to enter into a lockdown, implement shelter-in-place procedures, resume activities as normal, or whatever protocol the situation dictates.

When combining a reverse evacuation with another protocol, remember to consult the action steps for that protocol as well.

Even though you make the announcement over the intercom, you may also need to use a two-way radio, megaphone, or even runners, if it safe to do so, to make sure all staff outside receive the message.

As with all drills and real emergencies, the safe teams should make proper notifications including the superintendent’s office, bus company, etc.

The administrator may choose to make an announcement to explain why certain protocols were enacted. Or to reassure staff that the building is now safe as determined by the situation. If the information is not time critical, this may also be done via staff email or at a debriefing later in the day. In coordination with the superintendent’s office, an administrator should prepare a letter to send home with students if appropriate.

If you are a staff member and are notified of a reverse evacuation, you should immediately return to the building with the students under your supervision. Instruct students to move quickly but in a safe and orderly fashion. In dire situations, you may need to direct students to run or trot as appropriate. Staff will need to assist students who cannot physically comply with this request in this type of situation.

TRAINING

Visual 7.8 (Continued)

Video Transcript: (Continued)

Remain alert to possible threats while heading back into the building. If a threat is identified, appropriate adjustments should be made to your route. When you get inside the building, continue to follow the instructions given by the administrator. In some cases, this will mean finding the closest available lockdown area or going into shelter-in-place mode as quickly as possible. And in other cases, it might mean returning to your classroom and continuing normal instruction. Like other emergency protocols, attempt to remain calm, account for your students, and reassure them in a firm, calming voice.

Remember, a reverse evacuation is used to help get students and staff back into the building when there is a dangerous situation occurring while they are outside the school.

The reverse evacuation protocol should be adapted using your independent judgment depending on the situation. As with any other lifesaving protocol, all staff are empowered to implement a reverse evacuation and notify the office should they be among the first to detect the danger.

That wraps up this training on Lincoln County School District's reverse evacuation procedures.

ACTIVITY: TRAINING IDEAS

Visual 7.9

Activity: Training Ideas

Instructions:

1. Identify three procedures from the EOP that you should train with either:
 - Students, or
 - Staff, or
 - Parents/guardians.
2. Identify how you will deliver each type of training.
3. Be prepared to present your results in 10 minutes.



Key Points

Purpose: This activity will enable you to identify procedures in the EOP that should be trained with students, staff, and parents/guardians.

Instructions: Working with your group . . .

1. Identify three procedures from the EOP that you should train and exercise with the audience assigned by the instructor: students, staff, or parents/guardians.
2. Identify how you will deliver each training (e.g., in-service days, brown bags, parent teacher conferences, etc.).
3. Be prepared to report your results in 10 minutes.

Your Notes:

EXERCISING THE PLAN

Visual 7.10

Role of Exercises

Exercises enable the whole community to test and validate plans and capabilities, and identify both capability gaps and areas for improvement.



 **FEMA**

Visual 7.10
Multihazard Emergency Planning for Schools (G364)

Key Points

In any endeavor, the ability to perform effectively comes from practice. The more your school practices procedures laid out in the school EOP, the better it will be able to respond effectively if the need arises.

- Exercises play a vital role in your school's preparedness by enabling staff, students, faculty, and the whole community to test and validate your school EOP and capabilities, and identify both capability gaps and areas for improvement.
- A well-designed exercise provides a low-risk environment to test capabilities, familiarize personnel with roles and responsibilities, and foster meaningful interaction and communication across organizations.
- Exercises bring together and strengthen the whole community.

Capabilities are the means to accomplish a mission, function, or objective based on the performance of related tasks, under specified conditions, to target levels of performance.

Source: National Preparedness System, 2011

Your Notes:

EXERCISING THE PLAN

Visual 7.11

Benefits of Exercising a School EOP

- Raise awareness of potential crisis situations.
- Assess and validate policies, plans, procedures, training, equipment, assumptions, and partnerships.
- Clarify roles and responsibilities.
- Improve partnership, coordination, and communication.
- Identify gaps in resources.
- Measure performance.
- Identify opportunities for improvement.

FEMA
Visual 7.11
Multihazard Emergency Planning for Schools (G364)

Key Points

Exercises will help you to evaluate your school EOP, procedures, equipment, facilities, and training. Through exercises, school(s) can:

- Raise awareness of potential crisis situations.
- Assess and validate policies, plans, procedures, training, equipment, assumptions, and partnerships in a safe and controlled environment.
- Clarify roles and responsibilities.
- Improve partnerships, coordination, and communication.
- Identify gaps in resources.
- Measure performance.
- Identify opportunities for improvement.

The purpose of exercising the school EOP is to see how well the procedures and systems outlined in the plan worked.

By conducting exercises, your school can gain public recognition that you are concerned about—and actively involved with—the safety of your children and the protection of school property.

TYPES OF EXERCISES

Visual 7.12



Key Points

There are two main categories of exercises: discussion-based and operations-based.

Discussion-based exercises:

- Include seminars, workshops, tabletop exercises, and games.
- Can be used to familiarize players with or develop new school EOP, policies, agreements, and procedures.
- Focus on strategic, policy-oriented issues.
- Are usually led by facilitators and/or presenters, keeping participants on track toward meeting exercise objectives.

Operations-based exercises:

- Include drills, functional exercises, and full-scale exercises.
- Can be used to validate school plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps.
- Are characterized by actual response to an exercise scenario, such as initiating communications or mobilizing personnel and resources.

TYPES OF EXERCISES

Visual 7.12 (Continued)

Regardless of the type of exercise selected, schools should:

- Initially practice a small part of the school EOP or one specific procedure. Later exercises can then address the coordination of several functions simultaneously.
- Conduct exercises whenever new equipment is purchased or installed, or when new policies or procedures are developed.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.13

Discussion-Based: Seminars

- Provide an overview of plans, policies, or procedures.
- Are valuable when making changes to plans or procedures.



 **FEMA** Visual 7.13
Multihazard Emergency Planning for Schools (G364)

Key Points

Seminars:

- Generally orient participants to or provide an overview of authorities, strategies, plans, policies, procedures, protocols, resources, concepts, and ideas.
- Can be valuable for when schools are developing or making major changes to the existing school EOP or procedures.
- Can be similarly helpful when attempting to assess or gain awareness of the capabilities of interagency or interjurisdictional operations.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.14

Discussion-Based: Workshops

- **Produce or build a product.**
- **Should involve the broadest attendance by relevant stakeholders.**
- **Must have clearly defined objectives or goals.**



 **FEMA**  Visual 7.14
Multihazard Emergency Planning for Schools (G364)

Key Points

Although similar to seminars, workshops differ in two important aspects:

- Participant interaction is increased.
- The focus is placed on achieving or building a product.

Effective workshops entail the broadest attendance by relevant stakeholders. Products produced from a workshop can include new standard operating procedures, school EOPs, continuity of operations plans, or mutual aid agreements.

To be effective, workshops should focus on a specific issue and should have clearly defined:

- Objectives,
- Products, or
- Goals.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.15

Discussion-Based: Tabletops

- Enhance general awareness.
- Validate the school EOP.
- Assess systems needs.
- Introduce community partners to new plans and procedures.
- Identify potential challenges and identify solutions.
- Range from simple to complex.



 **FEMA** Visual 7.15
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose of tabletops. A tabletop exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop exercises can be used to:

- Enhance general awareness.
- Validate the school EOP and procedures.
- Rehearse concepts and/or assess the types of systems needed to guide a defined incident.
- Facilitate conceptual understanding, identify strengths and areas for improvement, and/or achieve changes in perceptions.

During a tabletop, players are encouraged to discuss issues in depth, collaboratively examining areas of concern and solving problems. The effectiveness of a tabletop exercise is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and the school EOP.

Level of complexity. Tabletops can range from basic to complex.

- **Basic.** In a basic tabletop (such as a facilitated discussion), the scenario is presented and remains constant—it describes an emergency and brings participants' discussion up to the simulated present time. Players apply their knowledge and skills to a list of problems presented by the facilitator; problems are discussed as a group; and resolution is reached and documented for later analysis.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.15 (Continued)

- **Complex.** In a more complex tabletop, play advances as players receive pre-scripted messages that alter the original scenario. A facilitator usually introduces problems one at a time in the form of a written message, simulated telephone call, video, or other means. Players discuss the issues raised by each problem, referencing established authorities, the school EOP, and procedures for guidance. Player decisions are incorporated as the scenario continues to unfold.

Tabletop scenarios are often based on actual incidents at the school or recent events in the news, particularly from neighboring communities or nearby States.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.16

Discussion-Based: Games



- Simulate operations.
- Involve teams.
- Have rules, data, and procedures.
- Explore the consequences of decisions and actions.

 **FEMA**

Visual 7.16
Multihazard Emergency Planning for Schools (G364)

Key Points

A game:

- Is a simulation of operations.
- Often involves two or more teams.
- Is usually carried out in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation.
- Explores the consequences of player decisions and actions.
- Is a useful tool for validating the school EOP and procedures or evaluating resource requirements.

During game play, decisionmaking may be either slow and deliberate or rapid and more stressful, depending on the exercise design and objectives. The open, decision-based format of a game can incorporate “what if” questions that expand exercise benefits.

Depending on the game’s design, the consequences of player actions can be either pre-scripted or decided dynamically. Identifying critical decision-making points is a major factor in the success of evaluating a game.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.17

Operations-Based: Drills

- Validate a specific function or capability.
- Practice or maintain current skills.
- Must be based on clearly defined plans and procedures.

What drills will you use to exercise your plan?

FEMA
Visual 7.17
Multihazard Emergency Planning for Schools (G364)

Key Points

One type of operations-based exercise is the drill. A drill is a coordinated, supervised activity that:

- Is usually employed to validate a specific function or capability in a single organization, such as a school.
- Is commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills. For example, drills may be appropriate for practicing evacuation procedures.
- Must be based on clearly defined plans and procedures,

Drills can also be used to determine if procedures can be executed as designed, to assess whether more training is required, or to reinforce best practices. A drill is useful as a stand-alone tool, but a series of drills can be used to prepare several organizations to collaborate in a full-scale exercise.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.17 (Continued)

To successfully conduct a drill:

- The school EOP, policies, and procedures must be clearly defined and personnel must be familiar with them.
- Personnel must be trained on the processes and procedures to be drilled.
- It must be clear that a drill is being conducted, and that the situation is not an actual emergency.
- There must be a process to evaluate the drill and provide feedback.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.18

Communications Drills

Used to review and test communications protocols:

- External communications
- Internal communications
- Vertical communications



Visual 7.18
Multihazard Emergency Planning for Schools (G364)



Key Points

Communications drills are used to review and test communications protocols, including:

- **External communications:** Between different groups (e.g., your staff and various response agencies or community groups).
- **Internal communications:** Among personnel within your building, such as between main office and individual rooms or groups that are outside the building.
- **Vertical communications:** Between your school and your school district.

These types of drills can verify communications before conducting response drills.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.19

Response Drills

- Provide practice in specific emergency action.
- Can be:
 - Facility-wide.
 - Initiated by staff with a subset of the population.
 - A combination of drills.



 **FEMA**  Visual 7.19
Multihazard Emergency Planning for Schools (G364)

Key Points

Response drills:

- Provide practice in specific emergency actions that may be required during an incident.
- Can be facility-wide operations.
- Can be initiated by staff with a subset of the population.
- Can be combination drills that are created by combining response actions in a single drill.

Examples of response drills include:

- Evacuation drills.
- Lockdown drills.
- Reverse evacuation drills.
- Room clear drills.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.19 (Continued)

Response Drill: Example

A private school in Michigan conducted a response drill to test their family reunification procedures. The 3-hour drill started with a fake bomb threat. Once the explosives had been “located,” students were evacuated to the secured front of the school and counted.

Once accounted for, students were led to a designated safe location at the church across the street (the street was closed for the sake of the exercise).

Next, parents were notified that their children could be picked up by the individual(s) designated in the school records. When parents began arriving at the safe site, students were brought from the basement of the building, linked with their photo-identified parents or designee, and allowed to exit through a tunnel. Following the event, a debriefing occurred among staff and emergency management.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.20

Tips for Conducting Drills

- **Keep drills realistic and unpredictable.**
- **Conduct drills during:**
 - **Class change.**
 - **Recess, gym class, lunch times.**
 - **Arrival and dismissal.**
 - **After-school events/ programs.**



 **FEMA** Visual 7.20
Multihazard Emergency Planning for Schools (G364)

Key Points

Emergency situations may occur at any time during the day or year. It is beneficial to conduct drills in ways that reflect this variability. Make the drills realistic, but do so safely. For example, vary the times and conditions for drills, to include:

- Class change.
- Recess, gym classes, social hours, events, and meetings.
- Arrival and dismissal times.
- Times when food service areas are occupied.
- After hours (e.g., dances, theater, athletic events, or community functions).

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.21

Operations-Based: Functional Exercises

- Evaluate and validate capabilities or multiple functions.
- Focus on exercising the school EOP, policies, and procedures.
- Involve a scenario with event updates.
- Are realistic, real-time.
- Simulate use of personnel and equipment.



 **FEMA**

Visual 7.21
Multihazard Emergency Planning for Schools (G364)

Key Points

Functional exercises:

- Are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions.
- Are typically focused on exercising the school EOP, policies, procedures, and staff members involved in management, direction, command, and control functions.
- Have events that are projected through an exercise scenario with event updates that drive activity, typically at the management level.
- Are conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated.

Functional exercise controllers typically use a Master Scenario Events List to ensure participant activity remains within predefined boundaries and to ensure exercise objectives are accomplished.

A functional exercise may:

- Involve various levels of school, school district, and emergency management personnel.
- Involve the simulation of an emergency event that requires rapid responses by trained personnel “acting out” their actual roles.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.21 (Continued)

- Evaluate both the internal capabilities and responses of the school, school district, and emergency management officials.
- Evaluate the coordination activities between the school, school district, and emergency management personnel.

To successfully conduct a functional exercise:

- Provide participants a thorough briefing that includes exercise objectives, exercise background, ground rules, and procedures.
- Keep the exercise as real as possible.
- Allow players to use the same resources that would be available to them during an actual emergency.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.22

Operations-Based: Full-Scale

- Are the most complex and resource-intensive exercise type.
- Involve multiple agencies and organizations.
- Involve an exercise scenario conducted in real time.
- May mobilize personnel and resources.



 **FEMA**

Visual 7.22
Multihazard Emergency Planning for Schools (G364)

Key Points

Full-scale exercises simulate reality by presenting complex and realistic problems that require critical thinking, rapid problem solving, and effective responses by trained personnel. Full-scale exercises:

- Are typically the most complex and resource-intensive type of exercise.
- Involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness and often include many players operating under cooperative systems such as the Incident Command System (ICS).
- Have events that are projected through an exercise scenario, with event updates that drive activity at the operational level and are usually conducted in a real-time, stressful environment that is intended to mirror a real incident.
- Often involve personnel and resources being mobilized and deployed to the scene, where actions are performed as if a real incident had occurred.

The level of support needed to conduct a full-scale exercise is greater than that needed for other types of exercises. The exercise site is usually large, and site logistics require close monitoring. Safety issues, particularly regarding the use of props and special effects, must be monitored. Throughout the duration of the exercise, many activities occur simultaneously.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.22 (Continued)

Full-Scale Exercise: Example

In October 2008, the morning begins like any other at the Academy of World Languages, a Cincinnati Public School District K–8 magnet school in Evanston. Students settle into their first class. Teachers take attendance and then open the morning’s lessons. But suddenly, normalcy is shattered: A student who feels he has been bullied enters a classroom area with a gun. As shots ring out and students cry out in pain, it is clear that a major emergency is underway.

So starts the scenario for the full-scale school emergency exercise conducted at the Academy of World Languages, 2030 Fairfax Avenue in Evanston, on Friday, October 17, as part of a Federal grant award to Cincinnati Public Schools (CPS). As the day unfolded, the emergency involved police, fire, and medical responders and evolved to a second school, Hoffman-Parham School in Evanston, which served as a reunification site for parents and students.

The exercise was designed to help CPS and the Archdiocese of Cincinnati strengthen emergency response preparation by conducting training for school employees and by partnering with local police and fire departments, medical and health agencies, disaster response experts including the American Red Cross, and parent groups including Parents for Public Schools of Greater Cincinnati. The simulation was intended to identify both strengths and potential areas for further improvement to better prepare for emergencies.

Specifically, the exercise was developed to test:

- Written emergency procedures.
- Lockdown procedures.
- Evacuation procedures.
- Relocation procedures.
- Notification and reunification procedures.
- The School Incident Response Team.
- The ability of school and district administrators to respond to an incident.
- The District Incident Response Team.
- Interagency and communications procedures.
- Triage of parents, students, and staff to identify appropriate mental health support.
- Communication to parents and media.

Partnering agencies in the simulation included City of Cincinnati police and fire and health departments, Children’s Hospital Medical Center, the American Red Cross, Metro bus service, and CPS staff, students, and parents.

Source: Cincinnati Public Schools news release

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.23

Discussion Question

Review the provided scenarios.

What type of exercise would you use?

Why?

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Visual 7.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Consider the following scenarios:

Scenario 1: During a power outage, a father is allowed to pick up his son and take him off school grounds. After power is restored, the principal's secretary notices that the father has a restraining order against him and is not allowed unsupervised contact with his son.

Scenario 2: Early in the school year, the fire alarm goes off. Several new teachers do not have class rosters and are unable to account for their students once outside.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.24



Key Points

This video illustrates the benefit of involving students in all aspects of training and exercises related to the school plan procedures. By planning, filming, and sharing the video segment, the students at this California school learned the procedures much more thoroughly than through memorization alone. This fire drill video is an example of using media to support safety drills.

Fire Drill

Video Description: A public service announcement created by students at Furgeson Academy of Communications and Technology in Hawaiian Gardens, CA

Video Transcript:

[Different school children] Get serious. Get serious. Get serious. Get serious. . . . About fires.

During a fire drill, get serious. Stay calm. Don't scream. Get serious.

Pay attention to the teacher. Get serious.

Don't talk. Someone could get killed or hurt because they didn't hear instructions because of you. Get serious.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.24 (Continued)

Face forward and keep your hands to yourself. Get serious.

Help others who are not following directions. Get serious.

You never know when there's really a fire. So, get serious with a fire drill. . . . So you don't hurt or kill somebody.

1,200 kids die every year in a fire across America. Every year, kids start 100,000 fires that hurt people. Get serious, save lives.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.25



Key Points

As discussed at the beginning of this unit, HSEEP provides a methodology for planning and conducting individual exercises. The first four steps comprise exercise design and development, including:

- **Setting the exercise foundation** by determining exercise priorities based on your school and district priorities and your school's assessments.
- **Identifying an exercise planning team** to plan, design, and develop the exercise.
- **Designing the exercise:**
 - Determine the type of exercise to conduct.
 - Identify exercise duration.
 - Identify exercise parameters (i.e., what should be included in the exercise and what should not).
 - Set exercise objectives.
 - Identify evaluation requirements that clearly articulate what will be evaluated during the exercise and how exercise play will be assessed.
 - Develop the scenario that is the sequence of events for the exercise. This can be a written narrative or an event timeline.
 - Determine the threat or hazard on which the exercise will focus.
 - Develop exercise documentation to ensure an accurate account of the exercise and to provide information on the exercise. This documentation may include a facilitator guide, a presentation for participants, an exercise plan, a synopsis of the exercise, player handouts, controller and evaluator packets, an events list, evaluation guides, participant feedback forms, and media release forms.
 - Determine media and public relations guidance.

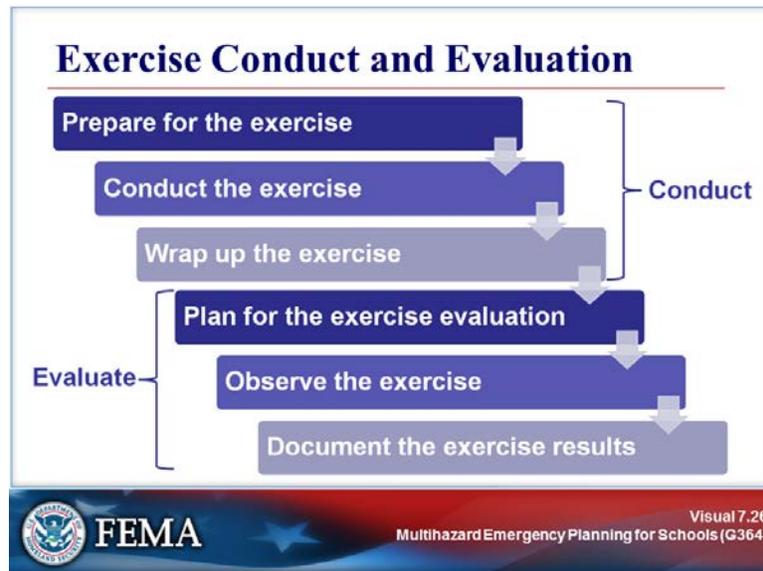
EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.25 (Continued)

- **Developing the exercise:**
 - Plan the logistics including the room, food, supplies, and audio/visual needs.
 - Determine the badging and identification requirements.
 - Identify if actors will be needed to add realism.
 - Plan for exercise control including the number of controllers needed, how control will be communicated, how controllers will be trained, and what the controllers' role is for safety and security.
 - Develop a comprehensive plan to address how the exercise will be evaluated.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.26



Key Points

After design and development, the exercise is conducted and evaluated.

Exercise Conduct:

- **Prepare for the exercise:**
 - Conduct a stakeholder meeting to confirm responsibilities of all entities.
 - Brief all participants in roles and responsibilities. Do this in advance to avoid any confusion or concern.
 - Coordinate with security personnel and law enforcement—invite them to participate or observe.
 - Check all communication systems relating to emergency notification and ensure consistent emergency management terminology will be used.
 - Set up the exercise site.
- **Conduct the exercise:**
 - Conduct the exercise first with staff.
 - Then conduct the drill with staff, students, parents/guardians, and community partners and under different circumstances and non-ideal situations.
- **Wrap up the exercise:**
 - Immediately following the exercise, conduct a debriefing with the planning team to ascertain their level of satisfaction and any concerns or issues.
 - Immediately following the exercise, conduct a hot wash with exercise participants to discuss exercise strengths and areas for improvement.
 - Conduct a controller/evaluator debriefing to provide the controllers and evaluators the opportunity to discuss observations, strengths, and areas for improvement.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.26 (Continued)

Exercise Evaluation:

- **Plan for the exercise evaluation:**
 - Develop an exercise evaluation guide.
 - Identify and train evaluators.
 - Brief evaluators.

- **Observe the exercise:**
 - Evaluators observe many topics including plans, policies, roles, responsibilities, decisions made, and requests for resources.
 - Evaluators take notes.

- **Document the exercise results.** Analyze the exercise observations and develop an after-action report draft that summarizes key information related to the evaluation. Questions to consider for the after-action report include:
 - What worked well?
 - Were objectives met?
 - Were critical tasks executed satisfactorily?
 - Do current plans, policies, and procedures support critical tasks and objectives?
 - What needs to be improved?
 - What should be our next steps?
 - How will we track completion of the improvement steps?

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.27

Improvement Planning

Review exercise results to:

- Identify lessons learned.
- Update school EOP, policies, and procedures.
- Identify resource requirements.
- Identify training needs.



 **FEMA** 

Visual 7.27
Multihazard Emergency Planning for Schools (G364)

Key Points

Once the exercise is concluded, potential corrective actions should be identified. Corrective actions are concrete, actionable steps. They address:

- Lessons learned for approaching similar problems in the future.
- Changes to be made to the school EOP, policies, and procedures to improve performance, including who will be responsible to make the changes.
- Equipment or resources needed to improve performance.
- Training needed to improve performance.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.28

Multi-Year Training and Exercise Plan

The multi-year training and exercise plan identifies:

- Training and exercise priorities.
- Training requirements.
- A combination of exercises that address priorities and increase in complexity.

Communicate your exercise plan to your community.

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Visual 7.28
Multihazard Emergency Planning for Schools (G364)

The graphic features a blue and white color scheme with a red banner at the bottom. It includes the FEMA logo and the text 'Visual 7.28 Multihazard Emergency Planning for Schools (G364)'.

Key Points

Schools should develop a multi-year training and exercise plan that will enable the school to plan increasingly complex exercises, where each successive exercise builds on the previous ones.

Local emergency management, responders, and other relevant community partners should participate in the planning and conduct of exercises. When partners work together, exercises provide opportunities for:

- Testing and validating plans, policies or procedures, training, equipment, and interagency agreements.
- Clarifying roles and responsibilities.
- Improving individual performance.
- Identifying gaps in resources, planning, or assumptions.
- Most importantly, identifying opportunities to improve.

Having a training and exercise plan can help reinforce the importance of security and preparedness at your school. To underscore this message and keep from alarming participants and the community:

- At the beginning of each year or season, outline the different exercises that are in the exercise plan.
- Notify households and caregivers anytime you plan a drill for your facility. Do not let them be caught unawares!

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.28 (Continued)

- When appropriate, use signage or other means to inform the community that an exercise is in progress.

Your organization may have requirements for how often drills are conducted. Regardless of requirements, drill scenarios should be practiced regularly to ensure that staff, trained volunteers, and building occupants are prepared to remain as safe as possible during potentially dangerous events.

When your school is planning the number and types of exercises, it is important to consider the costs and benefits of each, as well as any State or local requirements.

Drills and other exercises should be conducted at least annually, and whenever procedures are developed or revised.

MAINTAINING THE PLAN

Visual 7.29

Maintaining the School EOP

Establish a process for reviewing and revising the plan at set intervals and after significant events:

- Each activation of the plan
- Major incident or exercise
- Change in operational resources, elected officials, demographics, threat/hazard profile
- Formal update of planning guidance or standards
- Enactment or amendment of laws or ordinances



FEMA
Visual 7.29
Multihazard Emergency Planning for Schools (G364)

Key Points

This step closes the loop in the planning process. It focuses on adding the information gained from exercising the plan to revise the plan.

Continuous cycle. Remember from Unit 2 that planning is a continuous cycle that does not stop when the plan is published. Your school EOP should evolve as the school and planning team learn lessons, obtain new information and insights, and update priorities.

An effective school EOP is never finished; it should be updated based on experience, research, results, and changes.

Establish a process. Planning teams should establish a review and revision process that involves community stakeholders and experts. This process should be guided by:

- Concrete, measurable steps for improvement.
- A timetable outlined in the multi-year training and exercise plan.

Frequency. Reviews should be a recurring activity. Many schools review their plans on an annual basis. In no case should any part of the plan go for more than 2 years without being reviewed and revised.

Staggered reviews. Some schools have found it useful to review and revise portions of the school EOP instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that should be used to inform the school EOP.

MAINTAINING THE PLAN

Visual 7.29 (Continued)

Review triggers. In addition to revisions at set time intervals (e.g., annually), the school EOP should be reviewed:

- After actual incidents, including incidents that happen in nearby communities and across the country.
- Based on the result of formal exercises within the school or community-wide.
- When there are changes in:
 - Operational resources such as policy, personnel, organizational structures, or leadership management processes, facilities, or equipment.
 - School or community (e.g., different elected or appointed officials, upcoming events, or school district changes).
 - The threat/hazard profile.
- Based on information from ongoing assessments.
- When planning guidance or standards are updated by the planning team, school leadership, and/or local government officials.
- When new laws or ordinances are enacted or existing ones are amended.

ACTIVITY: RESPONSE DRILL

Visual 7.30

Activity: Response Drill (Part 1)

Instructions: Working in your group . . .

- Develop a plan for conducting an evacuation or lockdown drill, including:
 - Personnel involved in the drill.
 - Required procedures.



 **FEMA**  Visual 7.30
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will provide you the opportunity to develop and conduct a response drill.

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Instructions: Working with your team, develop a detailed plan for conducting the assigned type of drill (evacuation or lockdown) for this room, including:

- Drill objectives.
- Scenario description.
- Personnel involved in the drill.
- Required procedures, such as:
 - Evacuation routes, including an assembly area that minimizes exposure to hazards. For the sake of time and weather, select an indoor assembly area on another floor of this building (e.g., a stairwell or similar area).
 - Lockdown procedures, including techniques for securing all entrance points to the room.

Use the worksheet provided on the next page to document your plan.

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Drill Development Worksheet

Instructions: Use the space below to develop a drill for your assigned response type.

Type of Drill

- Evacuation
- Lockdown

Drill Objectives (What will the exercise test?)

Scenario Description (Briefly describe the situation, including threat/hazard, time of day, etc.)

Drill Personnel (Who will be involved in the drill? Include faculty/staff, students, and any “extras” such as parents.)

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Drill Development Worksheet (Continued)

Drill Procedures (These are the rules that players must follow during the exercise. The rules should help players understand their roles in the exercise environment, describe appropriate behavior, establish guidelines for physical contact, and aim to stop physical harm to individuals or damage to property.)

Enhancements (How will you make the drill realistic?)

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Documentation Worksheet

Training:

Information for Players:

Information for Evaluators:

ACTIVITY: RESPONSE DRILL

Visual 7.31

Activity: Response Drill (Part 2)

Instructions:
Based on the role assigned . . .

- Train the class and conduct the assigned drill, or
- Participate in the drill, or
- Observe and facilitate a debrief.

The slide footer features the FEMA logo on the left, the text 'FEMA' in a large font, and a blue star on the right. In the bottom right corner, it reads 'Visual 7.31' and 'Multihazard Emergency Planning for Schools (G364)'.

Key Points

Purpose: The second part of this activity will provide you the opportunity to practice conducting the evacuation or lockdown drill developed in the first part.

Instructions: You will now either. . .

- Train the class on your procedures and conduct the assigned drill, or
- Participate in the drill as a player, or
- Observe/evaluate the drill and facilitate a debrief. (Use the Observer Worksheet that follows to record your observations.)

Your Notes:

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Observer Worksheet

Instructions: Use the table below to record your notes about the drill training and conduct.

	Strengths	Areas for Improvement
Drill Training		
Drill Conduct		
How well were the drill objectives achieved?		
Other challenges, best practices, or suggestions:		

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Note: After a real exercise, the observers' feedback and recommendations (along with those of the facilitators and players) would be discussed during a hot wash. Strengths, areas for improvement, and next steps would be identified and the results would then be incorporated into an after-action report.

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Example: After-Action Worksheet

Instructions: Use the space below to document the items for the after-action report.

- How long did the drill take?

- Did the drill meet the identified objectives?

- What worked well?

- What needs to be improved?

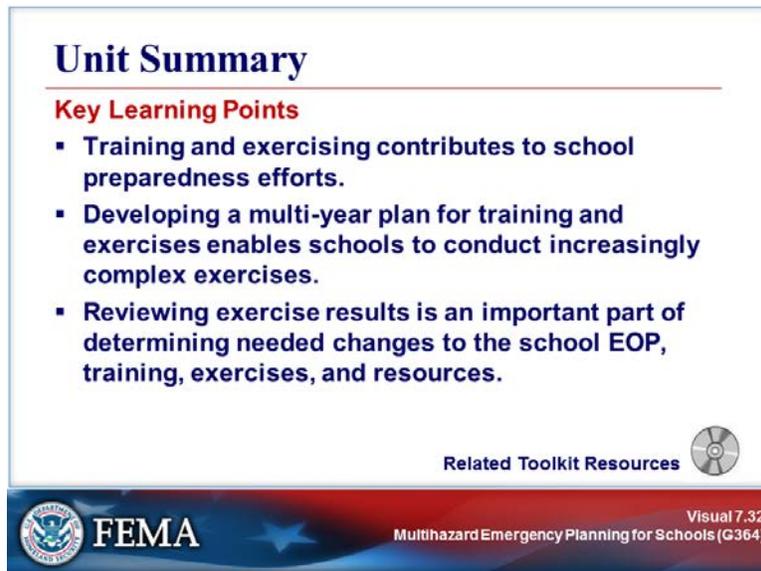
- What would the emergency response time be if this were not a drill?

- What should be next steps?

- How will you track completion of the improvement steps?

UNIT SUMMARY

Visual 7.32



Unit Summary

Key Learning Points

- Training and exercising contributes to school preparedness efforts.
- Developing a multi-year plan for training and exercises enables schools to conduct increasingly complex exercises.
- Reviewing exercise results is an important part of determining needed changes to the school EOP, training, exercises, and resources.

Related Toolkit Resources 

 **FEMA** 

Visual 7.32
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Training and exercising contributes to school preparedness efforts.
- Developing a multi-year plan for training and exercises enables schools to conduct increasingly complex exercises.
- Reviewing exercise results is an important part of determining needed changes to the school EOP, training, exercises, and resources.



The **Conducting Training & Exercises** section of the toolkit contains resources related to this unit, including:

- HSEEP resources available at the Department of Homeland Security Web site.
- Checklists for planning and evaluating exercises.
- Sample tabletop scenarios.
- Links to courses where you can learn more about training and exercises.

Your Notes:

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).



 **FEMA** Visual 8.2
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?



 **FEMA** 

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?



 **FEMA** 

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'.

 **FEMA** 

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?



 **FEMA** 

Visual 8.6
Multihazard Emergency Planning for Schools (G364)

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?

FEMA
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.



FEMA
Visual 8.8
Multihazard Emergency Planning for Schools (G364)

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

Sustaining Planning Efforts

What are some common barriers to sustaining effective planning initiatives?

What can you do to address these barriers?

FEMA

Visual 8.9
Multihazard Emergency Planning for Schools (G364)

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.



 **FEMA**  Visual 8.10
Multihazard Emergency Planning for Schools (G364)

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.**



 **FEMA** Visual 8.11
Multihazard Emergency Planning for Schools (G364)

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



FEMA

Visual 8.12
Multihazard Emergency Planning for Schools (G364)

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.



 **FEMA** 

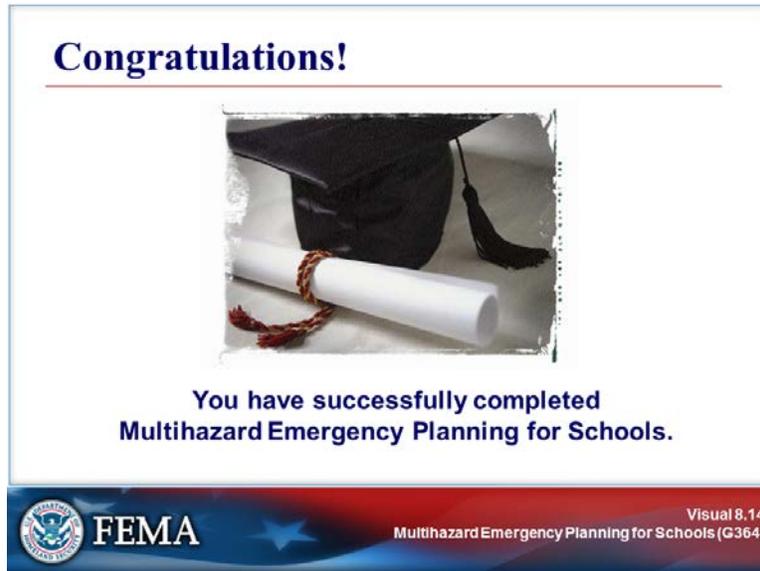
Visual 8.13
Multihazard Emergency Planning for Schools (G364)

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



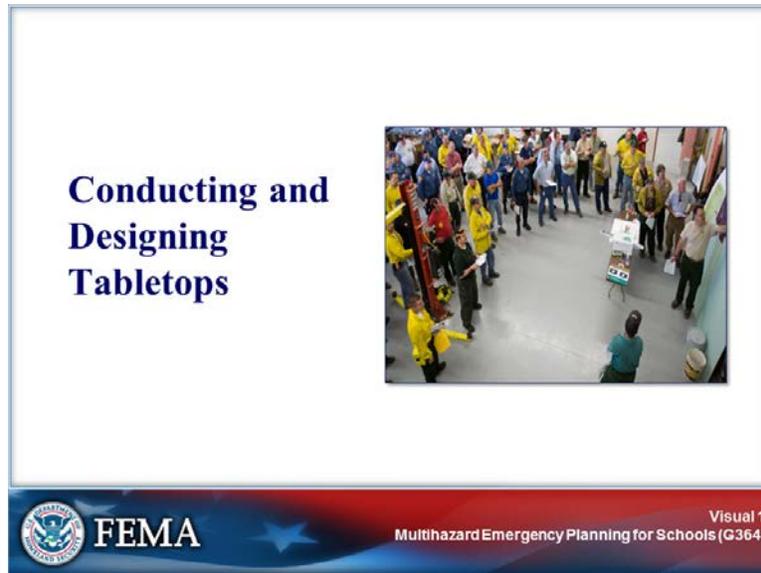
Key Points

CONDUCTING AND DESIGNING TABLETOPS

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UNIT INTRODUCTION

Visual 1



Key Points

In this unit, you will participate in a tabletop exercise, review the steps for developing and conducting a tabletop, and design a tabletop based on school objectives.

UNIT INTRODUCTION

Visual 2

Unit Objectives

- Demonstrate emergency operations plan (EOP) procedures through participation in a tabletop exercise.
- Design a tabletop to exercise the school EOP.

The slide footer features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 2' and 'Multihazard Emergency Planning for Schools (G364)' on the right. The background of the footer is a red and blue gradient with a white star.

Key Points

The unit objectives will enable you to:

- Demonstrate emergency operations plan (EOP) procedures through participation in a tabletop exercise.
- Design a tabletop to exercise the school EOP.

TABLETOP EXERCISE

Visual 3



Key Points

This training addresses two main content areas:

- Conducting a tabletop exercise.
- Designing a tabletop to use at the school to exercise the EOP.

The unit begins with a tabletop exercise that will enable you to apply what you have learned in the G364 course and to identify strengths and areas of improvement for the school EOP.

Your Notes:

TABLETOP EXERCISE

Visual 4

Activity: Conduct the Tabletop

Instructions:

1. **Read the scenario assigned by the instructor.**
2. **Working in your school team, use the school EOP to guide your answers.**
3. **Respond to updates and new questions using the EOP.**



The footer of the slide features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 4' and 'Multihazard Emergency Planning for Schools (G364)' on the right, all set against a red and blue background with a star.

Key Points

Purpose: This activity will provide an opportunity to exercise the school EOP by participating in a tabletop exercise. The school will need to use its EOP to make decisions about how to respond to each of the events.

Objectives of the tabletop are to:

- Demonstrate the ability to use the Incident Command System principles.
- Determine the effectiveness of the operational organization that manages the incident.
- Assess the ability to establish and maintain communications during an incident.
- Determine the adequacy of equipment, supplies, and facilities during an incident.

Scenario and updates. An initial scenario will be presented and then new information about the scenario will be added at intervals throughout the exercise. This information will require a reevaluation of the situation and decisionmaking based on the new data in much the same way as during an actual event.

Messages. Questions (messages) will be posed after the initial scenario and each scenario update. Throughout the exercise, the instructor will monitor the exercise to encourage problem solving, ensure everyone participates, control the pace, and evaluate the exercise.

TABLETOP EXERCISE

Visual 4 (Continued)

Instructions: Working as a school team . . .

- Read the scenario.
- Use your school EOP to respond to the scenario questions and updates.
- Identify one person to document your responses.
- Select one person to present the school's responses to the scenario questions at the end of the activity.

The scenarios presented for this exercise have not been drawn from actual incidents. They have been developed for exercise purposes only and are intended to show how school personnel could be forced into the position of having to organize to help themselves and others following an emergency event. The exercise is also intended to demonstrate the complexities of emergency response and, therefore, the value of emergency planning for schools.

TABLETOP EXERCISE

Visual 5

Activity: Debrief the Tabletop

Instructions:

1. Present your school's responses to the scenario questions and identify:
 - Strengths
 - Areas of improvement
2. Discuss the following questions:
 - What worked well in this tabletop exercise?
 - What changes in the tabletop would you suggest?



Key Points

Purpose: This activity will enable you to discuss the tabletop scenario, including what worked well for you and what changes you would suggest.

Instructions:

- Present your responses to each of the questions in the tabletop.
- Make notes on strengths and areas of improvement. You will need this information for the next activity.
- Discuss:
 - What worked well in the tabletop exercise?
 - What changes in the tabletop would you suggest?

TABLETOP EXERCISE

Visual 5 (Continued)

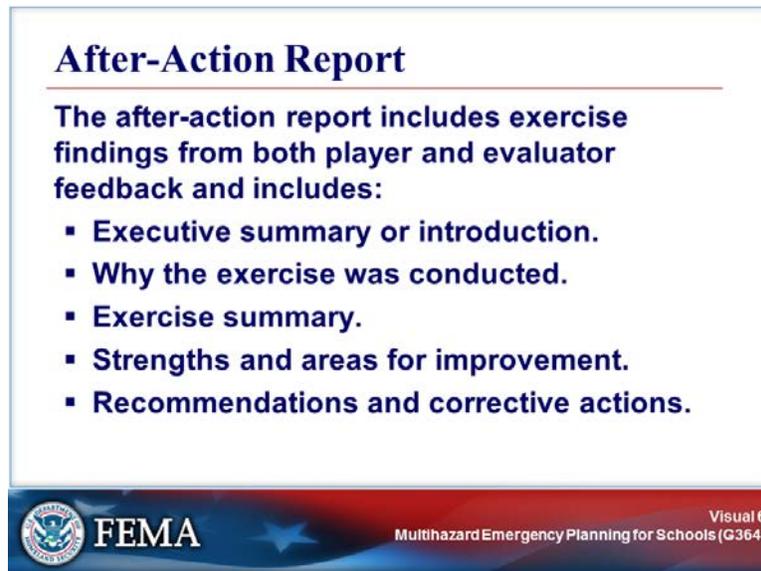
Discussion Questions:

What worked well in the tabletop exercise?

What changes would you suggest?

AFTER-ACTION REPORT

Visual 6



Key Points

After conducting an exercise, it is important to document the overall effectiveness to:

- Plan future training and exercises.
- Revise plans, policies, and procedures.
- Take other corrective actions, such as purchase of equipment to support redundant communications methods.

As a team, develop the after-action report from exercise observations and notes, by:

- Comparing all notes and observations from the exercise.
- Resolving discrepancies in events or expected actions.
- Agreeing on what worked and did not work during the exercise, including the degree to which the exercise objectives were achieved.
- Deciding on the contents of the after-action report.

The complexity of the after-action report varies from a simple memorandum to a more formal report with:

- **An executive summary** or introduction that describes the main purpose of the report, why it is being submitted, a preview of the main report topics, and the evaluation methodology used.
- **Why the exercise was conducted.**

AFTER-ACTION REPORT

Visual 6 (Continued)

- **An exercise summary** that includes information such as:
 - The exercise goals and objectives.
 - Activities that took place before the exercise to ensure that a location is identified, materials are copied, and all other exercise needs are met.
 - A list of the players and the agencies or organizations they represented.
 - A brief description of the exercise scenario.

- **Strengths and areas for improvement:**
 - Evaluation group findings.
 - Summary of the after-action review.

- **Recommendations and corrective actions**, including:
 - Training needs.
 - Changes required to plans, policies, and procedures.

AFTER-ACTION REPORT

Visual 7

Activity: Develop an After-Action Report

Instructions:

1. As a group, review your notes and observations from the tabletop.
 - Identify what worked and what did not work.
 - Identify recommendations and corrective actions.
2. Use the template to prepare an after-action report.



The slide footer features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 7' and 'Multihazard Emergency Planning for Schools (G364)' on the right.

Key Points

Purpose: This activity will enable you to review the tabletop and develop an after-action report.

Instructions:

Working with your school, assign one person to record responses. As a group:

- Review your notes and observations from the tabletop exercise and identify:
 - What worked.
 - What did not work.
 - Recommendations.
 - Corrective actions.
- Prepare an after-action report using the template on the following pages.

AFTER-ACTION REPORT

After-Action Report Template

School Name:

Exercise Name:

Date:

EXECUTIVE SUMMARY:

Provide a brief overview of the exercise that was conducted, why the exercise was conducted, the exercise objectives, the purpose of the after-action report, major strengths identified during the exercise, and main areas of improvement. (Complete the Executive Summary after you develop the report.)

AFTER-ACTION REPORT

After-Action Report Template

EXERCISE DETAILS:

Exercise Name:

Type of Exercise:

Exercise Date:

Duration:

Location:

Scenario Type:

Number of Participants:

Players:

Facilitators:

Observers:

Evaluators:

Exercise Objectives: *(List each exercise objective.)*

- 1.
- 2.
- 3.
- 4.
- 5.

STRENGTHS:

List the major strengths of the school emergency operations plan, processes, and policies that were identified during the exercise.

-
-
-
-
-
-
-
-
-

AFTER-ACTION REPORT

After-Action Report Template

AREAS FOR IMPROVEMENT:

List the areas for improvement in the school emergency operations plan, processes, and policies that were identified during the exercise.

-
-
-
-
-
-
-
-
-

RECOMMENDATIONS AND CORRECTIVE ACTIONS:

For each area of improvement, list recommendations for improvements. Include updates and changes to the school emergency operations plan, policies, and procedures, as well as training opportunities and follow-on exercises.

-
-
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-

DESIGN TABLETOP

Visual 8



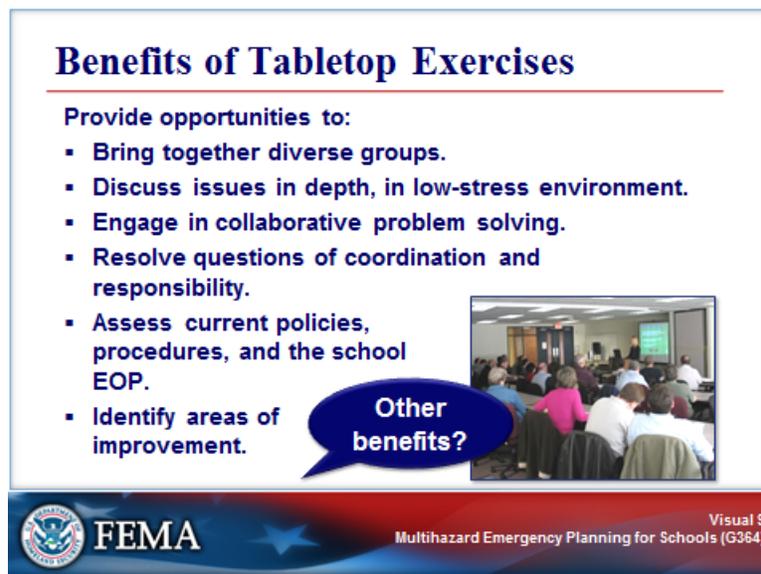
Key Points

The first part of the unit provided an opportunity to assess elements of your school EOP by participating in a tabletop exercise.

In the next part of the unit, you will learn about and apply the process for designing a simple tabletop: assemble a planning team, select an exercise, develop objectives, select exercise players, develop the exercise, conduct the exercise, and evaluate.

DESIGN TABLETOP

Visual 9



Benefits of Tabletop Exercises

Provide opportunities to:

- Bring together diverse groups.
- Discuss issues in depth, in low-stress environment.
- Engage in collaborative problem solving.
- Resolve questions of coordination and responsibility.
- Assess current policies, procedures, and the school EOP.
- Identify areas of improvement.

Other benefits?

FEMA
Visual 9
Multihazard Emergency Planning for Schools (G364)

The slide features a list of benefits for tabletop exercises, a photograph of a group of people in a meeting room, and a callout bubble asking for other benefits. The FEMA logo and slide title are at the bottom.

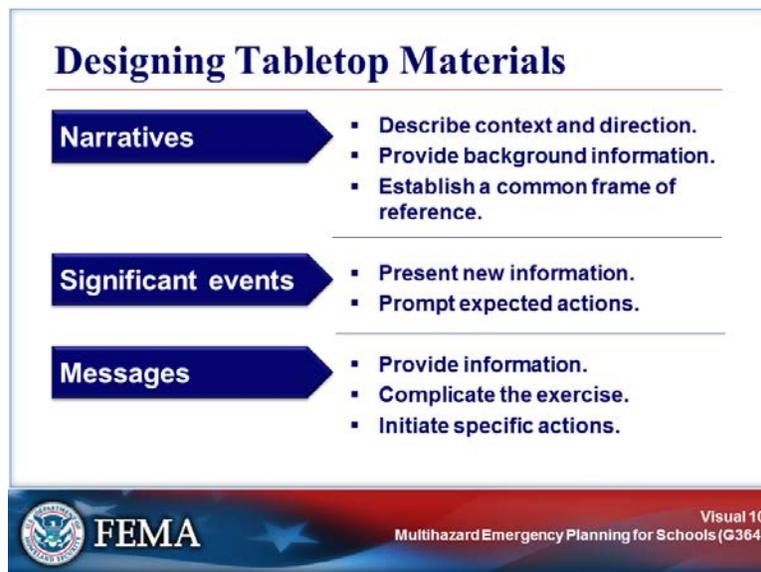
Key Points

Schools can derive many benefits from conducting tabletop exercises. For example, tabletop exercises:

- Bring together representatives from different areas: school, district, emergency responders.
- Lend themselves to low-stress, indepth discussion without time constraints.
- Incorporate collaborative problem solving. Tabletops are designed to generate constructive discussion as participants examine and resolve problems.
- Provide an opportunity to resolve questions of coordination and responsibility in the context of hypothetical situations.
- Enable participants to examine the EOP and assess policies, procedures, and capabilities and identify areas of improvement for the EOP.

DESIGN TABLETOP

Visual 10



Key Points

Tabletop design and development follows the process presented in Unit 7 of the G364 course. Once an exercise planning team is assembled and has identified the goals and objectives for an exercise, the next step is to design the specifics of the exercise.

Tabletop materials may include:

- **Narrative:** A scenario, or brief description of the events that have occurred up to the minute the exercise begins. The exercise narrative provides:
 - **Context and direction** for the exercise by presenting a realistic scenario description. The exercise narrative:
 - Sets the mood for the exercise.
 - Captures the participants' attention and motivates them to continue.
 - Enables them to examine policies, procedures, and the current status of their capabilities to manage emergency response.
 - **Background information**—conditions and technical details that the participants will need to consider during the exercise.
 - **Common frame of reference** for all exercise participants.

DESIGN TABLETOP

Visual 10 (Continued)

Key points:

- Scenarios should be realistic, plausible, and challenging without being overwhelming.
- When designing a narrative consider the:
 - Season.
 - Time of day.
 - Initiating incident.
 - Impact on immediate and extended areas.
 - How the incident unfolds.
 - Other factors that could impact response.

- **Significant events:** Important events that affect the scenario and the decisions the players make as they respond to the scenario.

When designing the significant events, consider actions you want people to take to address the exercise objectives.

- **Messages:** Notices that convey information about significant events to players. Messages, or injects, can be used to:
 - Provide information to players in the exercise.
 - Complicate the exercise in a way that might reasonably occur in a real incident.
 - Direct or redirect the play.
 - Initiate specific actions on the part of the players.
 - Distract the players in much the same way as they might be distracted during a real incident.

When designing messages, think about who could send a message and what that person could say to motivate the expected action to meet an exercise objective.

CONDUCT THE TABLETOP

Visual 11



Key Points

For a tabletop exercise to succeed, it needs to be managed and evaluated properly. It is important to identify and prepare the participants because they are key to the exercise's success.

- **Exercise facilitators** supervise the overall conduct of the exercise, making certain that the tabletop exercise proceeds as planned and that objectives are reached. The main duties of the exercise facilitator are to:
 - Set up the exercise by introducing the narrative.
 - Facilitate problem solving among the players including controlling the pace and distributing messages.
 - Assist with discussion, ensuring all issues and objectives are explored as thoroughly as possible within time constraints.
- **Exercise players** review the roles to be played and determine who will perform the roles. Players perform the role as they would in the actual emergency by following the procedures in their emergency plan.

Key point: In determining the players to be included in a tabletop exercise, schools should consider the type of scenario and the overall objectives of the exercise. For example, some schools have conducted exercises focused on post-incident recovery in which all of the players were either school nurses, counselors, psychologists, or social workers.

CONDUCT THE TABLETOP

Visual 11 (Continued)

- **Evaluators** observe the actions and decisions of the players in order to later report what went well and what needs improvement. To do this, evaluators need to be familiar with the objectives, exercise scenario, and organization(s) participating in the exercise. The main duties of the evaluators are to:
 - Review the exercise objectives and observe the actions and decisions of the players as they relate to the objectives.
 - Review the evaluation criteria and refine the evaluation checklists to document the observations during the exercise.
 - Document observations, capture unresolved issues, and analyze exercise results.

Key point: In selecting people to serve as evaluators for a tabletop exercise, schools should consider including local collaborative partners (e.g., first responders, health department, various subject-matter experts). These partners can contribute an important perspective to the process. They can also employ the hot wash as a “teachable moment” to train the participants on best practices.

Exercises provide an excellent opportunity to engage in collaborative planning, training, and drilling in one setting.

- **Observers** do not directly participate in the exercise; rather, they observe selected segments of the exercise as it unfolds, while remaining separated from player activities. In a tabletop exercise, observers may support the development of player responses to the situation by asking relevant questions, delivering messages, or citing references; however, they generally do not participate in moderated discussion.

In this activity, the same individuals will serve as both observers and evaluators.

Key point: When schools conduct exercises, it is beneficial to include observers from other campuses or districts. This is a good way to deliver economy-of-scale across a jurisdiction.

CONDUCT THE TABLETOP

Visual 12

Setting Up the Tabletop

- Select location.
- Prepare exercise materials.
- Determine room layout, arrange room, and test equipment.
- Decide on administrative and logistical issues.
- Develop checklist for needed materials and other items.



What location would you choose? Why?

 **FEMA**

Visual 12
Multihazard Emergency Planning for Schools (G364)

Key Points

Setting up the tabletop involves:

- Selecting an exercise location that accommodates the players and any audiovisual equipment and support material.
- Preparing exercise materials including making copies of all plans, policies, procedures, and required reference materials for players, evaluators, facilitators, and observers.
- Determining room layout and arranging the room to accommodate the exercise and players.
- Testing equipment before the exercise begins.
- Developing a checklist of needed materials and other items.

CONDUCT THE TABLETOP

Visual 13

Conducting the Tabletop



- Welcome players.
- Introduce exercise facilitator and evaluators.
- Present exercise purpose.
- Explain exercise conduct.
- Introduce narrative and significant events.
- Ensure all players are involved.
- Encourage and facilitate problem solving.
- Control pace and flow of exercise.
- Evaluate exercise progress.

 **FEMA** Visual 13
Multihazard Emergency Planning for Schools (G364)

Key Points

Tabletop exercises are managed by an exercise facilitator who has several key responsibilities to ensure that the exercise proceeds as planned, which include:

- Welcoming the participants and putting them at ease.
- Introducing himself or herself and the evaluators and observers.
- Presenting the purpose of the exercise.
- Explaining to the players how the exercise will be conducted, including the roles of the exercise facilitator and evaluators.
- Introducing the narrative and the significant events.
- Ensuring all players are involved.
- Encouraging and facilitating problem solving.
- Controlling the pace and flow of the exercise.
- Evaluating exercise progress.

CONDUCT THE TABLETOP

Visual 14

Tips for a Successful Tabletop

The facilitator encourages exercise play by:

- Monitoring the pace of the discussion.
- Encouraging involvement.
- Managing messages.
- Helping players manage time.
- Addressing conflicts, confusion, and frustration.



 **FEMA** Visual 14
Multihazard Emergency Planning for Schools (G364)

Key Points

The facilitator manages the tabletop and can ensure its success by involving everyone, fostering indepth problem solving, and controlling and sustaining the action.

The tabletop exercises are used to validate plans, policies, and procedures by making decisions to resolve the problems presented in the exercise narrative. The facilitator often must help the players analyze questions or problems and engage in indepth problem solving.

Exercise facilitators may use several strategies to control and sustain the action, maintaining a high interest level throughout the exercise and keeping all players involved.

- **Monitoring the pace of the discussion.**
 - Introduce the scenario in parts. Presenting the narrative in progressive parts can be helpful for building anticipation of future direction. As discussion on one narrative part decreases, a new part can be introduced.
 - Use the introduction of the significant events and messages so that players must interact with each other to resolve an issue.
 - Vary the exercise pace by adding messages to keep the exercise flow advancing or to redirect players who have deviated from the anticipated exercise direction.

CONDUCT THE TABLETOP

Visual 14 (Continued)

- **Encouraging involvement.**
 - Encourage all players to get involved in the exercise.
 - Use open-ended questions to promote players' consideration of alternative strategies.
 - Acknowledge comments and suggestions in a positive manner.

- **Managing messages.**
 - Focus on one message at a time. The intent of a tabletop exercise is not to overwhelm the players but rather to resolve potential areas of conflict between policies or procedures.
 - Eliminate messages if the players have addressed the issue.

- **Helping players manage time.** Maintain a balance between allowing the players to spend too much time on a single issue and moving so quickly that all "solutions" are superficial.

- **Addressing conflict, confusion, and frustration.** Monitor the players continuously to identify confusion, frustration, or potential conflicts among the players. If players become confused, frustrated, or begin to conflict, the exercise facilitator should stop the exercise and work to resolve concerns before restarting.

EVALUATION

Visual 15

Evaluation

At the end of the tabletop:

- **Assess how well the exercise objectives were achieved.**
- **Identify opportunities for improvement for:**
 - **Improved response capabilities.**
 - **Revising plans, policies, and procedures.**



 **FEMA** Visual 15
Multihazard Emergency Planning for Schools (G364)

Key Points

Exercise evaluation:

- Assesses how well the exercise achieved the exercise objectives being tested.
- Identifies where the plan was successful or not during the tabletop.
- Identifies opportunities for improvement, including improved response capabilities and needed revisions of plans, policies, and procedures. The focus should not be on the performance of each individual player but rather on how well the policies, plans, and procedures worked.

Standard checklists to record observations during the tabletop are helpful to ensure data collected is uniform and consistent.

EVALUATION**Sample Evaluator Checklist**

Evaluator: John Lee
Date: May 5, 2010
Location: Springfield High School
Exercise: Shelter-in-Place
Exercise Objective: Coordinate effective shelter-in-place

EXPECTED ACTIONS:

	Met	Not Met	Not Applicable	Not Observed
1. Ensure all students, staff, and visitors are inside.	✓			
2. Conduct roll call of students and staff.				✓
3. Ensure all doors are closed, and windows are closed and locked.		✓		
4. Notify district office.	✓			
5. Place signage on doors and office.	✓			
6. Identify alternate water sources for rooms without sinks.	✓			

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Visual 16

Activity: Design and Conduct a Tabletop

Part 1 Instructions:
The teams will be developing tabletops for each other. Prepare to brief the other team on the exercise you want them to develop for you.

Working as a team . . .

- Determine the objectives you wish to exercise with a tabletop.
- Select a planned event or emergency incident that meets those objectives.
- Be prepared to brief another team in 15 minutes.



Key Points

Purpose: This part of the activity will give you the opportunity to identify objectives from your school plan you wish to exercise.

Instructions: Working as a team:

1. Determine the objectives from your school plan that you wish to exercise with a tabletop.
2. Select a planned event or emergency incident that meets those objectives.
3. Be prepared to brief another team on your desired objectives and incident in 15 minutes.

Key point: Designing and developing tabletop exercises takes time and planning. This activity is a very simplified version of the process, provided to give you an idea of what your school can gain from conducting tabletop exercises.

To gain more knowledge and skill, you may wish to take one or more of the exercise design courses offered by the FEMA Emergency Management Institute. Specific course offerings are listed in the Course Toolkit.

Your Notes:

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Visual 17

Activity: Design and Conduct a Tabletop

Part 2 Instructions:

Next, you will develop a tabletop exercise for the other team on their objectives and incident:

1. Describe the scenario in sufficient detail, using the scenario template.
2. Develop an evaluator checklist for the tabletop.
3. Be prepared to conduct the tabletop in 40 minutes.



FEMA

Visual 17
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will give you the opportunity to practice writing a basic tabletop exercise and an evaluator checklist.

Instructions:

1. Develop a tabletop exercise for another team, based on their desired objectives and incident.
2. Describe the scenario in sufficient detail. Use the scenario template provided on the next page. Refer to the sample tabletop exercise in the Course Toolkit, as needed.
3. Develop an evaluator checklist for the tabletop using the template that follows.
4. Be prepared to conduct the tabletop in 40 minutes.



A variety of checklists for planning and evaluating exercises, as well as sample tabletop scenarios, are provided in the Course Toolkit under **Conducting Training and Exercises**.

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Scenario Development Worksheet

Instructions: Use the space below to create a scenario that addresses the other team's desired objectives and incident. Determine how you will present this information to the other team (e.g., chart paper, PowerPoint, separate photocopies of the introduction and updates). Divide the facilitator responsibilities among your team members.

Scenario Introduction:

Discussion question:

Scenario Update #1:

Discussion question:

Scenario Update #2:

Discussion question:

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Sample Evaluator Checklist

Evaluator:

Date:

Location:

Exercise:

Exercise Objective:

EXPECTED ACTIONS:	Met	Not Met	Not Applicable	Not Observed
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Your Notes:

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Visual 18

Activity: Design and Conduct a Tabletop

Part 3 Instructions:

Conduct the selected tabletop. Your team will either . . .

- Facilitate the tabletop you developed, or
- Participate in the tabletop, using your school plan to respond, or
- Observe/evaluate and facilitate a debrief.



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Key Points

Purpose: This activity will give you the opportunity to briefly practice conducting a tabletop exercise.

Instructions: You will now do one of the following:

- Facilitate the selected tabletop you developed.
- Participate in the tabletop, using your school plan to respond.
- Observe, evaluate, and facilitate a “hot wash” (debrief). A worksheet for your notes is provided on the next page.

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Facilitator Guidelines

Description. Exercise facilitators supervise the overall conduct of the exercise, making certain that the tabletop exercise proceeds as planned and that objectives are reached.

Responsibilities. An exercise facilitator has several key responsibilities to ensure that the exercise proceeds as planned:

- Welcome the participants and put them at ease.
- Introduce himself or herself and the evaluators and observers.
- Present the purpose of the exercise.
- Explain to the players how the exercise will be conducted, including the roles of the exercise facilitator and evaluators.
- Introduce the narrative and the significant events.
- Ensure all players are involved.
- Encourage and facilitate problem solving.
- Control the pace and flow of the exercise.
- Evaluate exercise progress.

Strategies. Exercise facilitators may use several strategies to control and sustain the action, maintain a high interest level throughout the exercise, and keep all players involved.

- **Monitor the pace of the discussion.**
 - Introduce the scenario in parts. Presenting the narrative in progressive parts can be helpful for building anticipation of future direction. As discussion on one narrative part decreases, a new part can be introduced.
 - Use the introduction of the significant events and messages so that players must interact with each other to resolve an issue.
 - Vary the exercise pace by adding messages to keep the exercise flow advancing or to redirect players who have deviated from the anticipated exercise direction.
- **Encourage involvement.**
 - Encourage all players to get involved in the exercise.
 - Use open-ended questions to promote players' consideration of alternative strategies.
 - Acknowledge comments and suggestions in a positive manner.
- **Manage messages.**
 - Focus on one message at a time. The intent of a tabletop exercise is not to overwhelm the players but rather to resolve potential areas of conflict between policies or procedures.
 - Eliminate messages if the players have addressed the issue.
- **Help players manage time.** Maintain a balance between allowing the players to spend too much time on a single issue and moving so quickly that all "solutions" are superficial.
- **Address conflict, confusion, and frustration.** Monitor the players continuously to identify confusion, frustration, or potential conflicts among the players. If players become confused, frustrated, or begin to conflict, the exercise facilitator should stop the exercise and work to resolve concerns before restarting.

Conducting and Designing Tabletops

ACTIVITY: DESIGN AND CONDUCT A TABLETOP

Evaluator Team Worksheet

Instructions: Use the evaluator checklist provided by the facilitator team, along with the sheet below, to determine if the tabletop objectives were met and to record your notes about the tabletop exercise.

	Strengths	Areas for Improvement
Facilitator Team's Tabletop and Presentation		
Participant Team's School Procedures		
Other challenges, best practices, or suggestions:		

Your Notes:

UNIT SUMMARY

Visual 19

Unit Summary

Key Learning Points

- Participating in tabletop exercises allows you to test your EOP in a low-stress environment and resolve issues related to coordination, roles, and responsibilities.
- Tabletops identify areas for improvement in your EOP and enable you to make changes to improve your preparedness capabilities.

Related Toolkit Resources 

 **FEMA** 

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Key Points

In this unit, the following key points were presented:

- Participating in tabletop exercises allows you to test your EOP in a low-stress environment and resolve issues around coordination, roles, and responsibilities.
- Tabletops identify areas for improvement in your EOP and enable you to make changes to improve your preparedness capabilities.



Useful toolkit resources related to this unit are provided under **Conducting Training and Exercises**, including:

- Exercise-related training.
- Link to the HSEEP Web site.
- Checklists for planning and evaluating exercises.
- Tabletop scenarios.
- After-action reports and improvement plans.
- Additional Web sites.

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