



The Role of Principals in School Safety Efforts

Thursday, February 8, 2024

WEBINAR

Presented by the
Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center



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Collaborative Planning and School Emergency Operations Plan (EOP)
Development



A Closer Look at the Role Principals Can Play in School Safety



Question-and-Answer Session



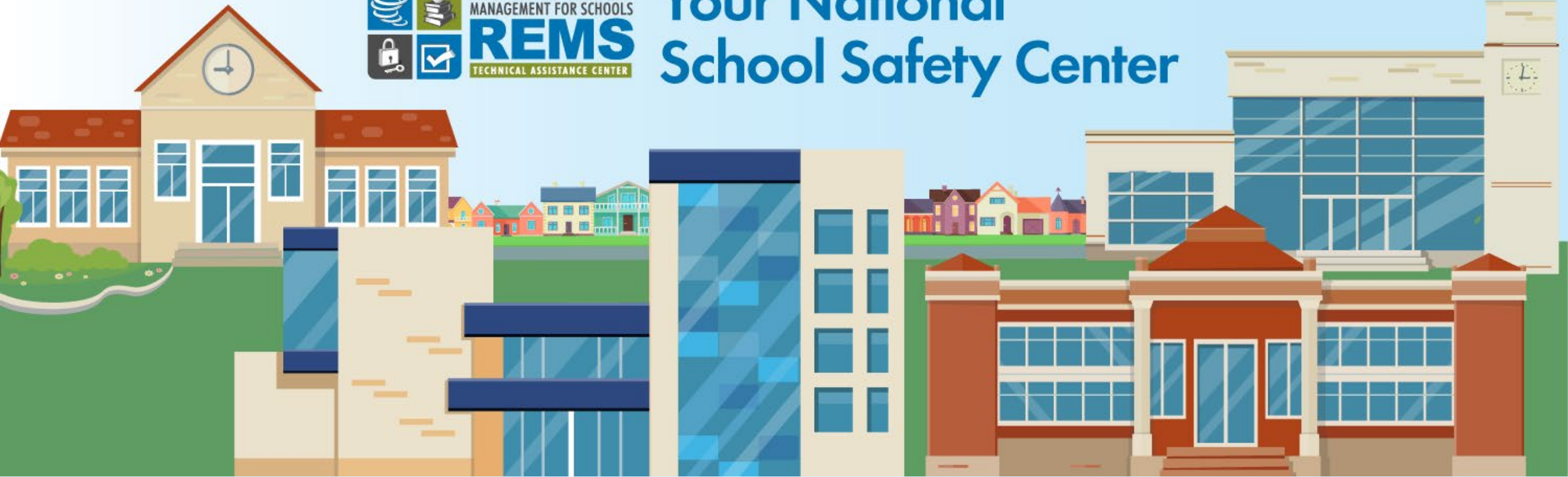
Key Resources to Support Your Work



POLL: ARE WE NEW TO YOU?



Your National School Safety Center



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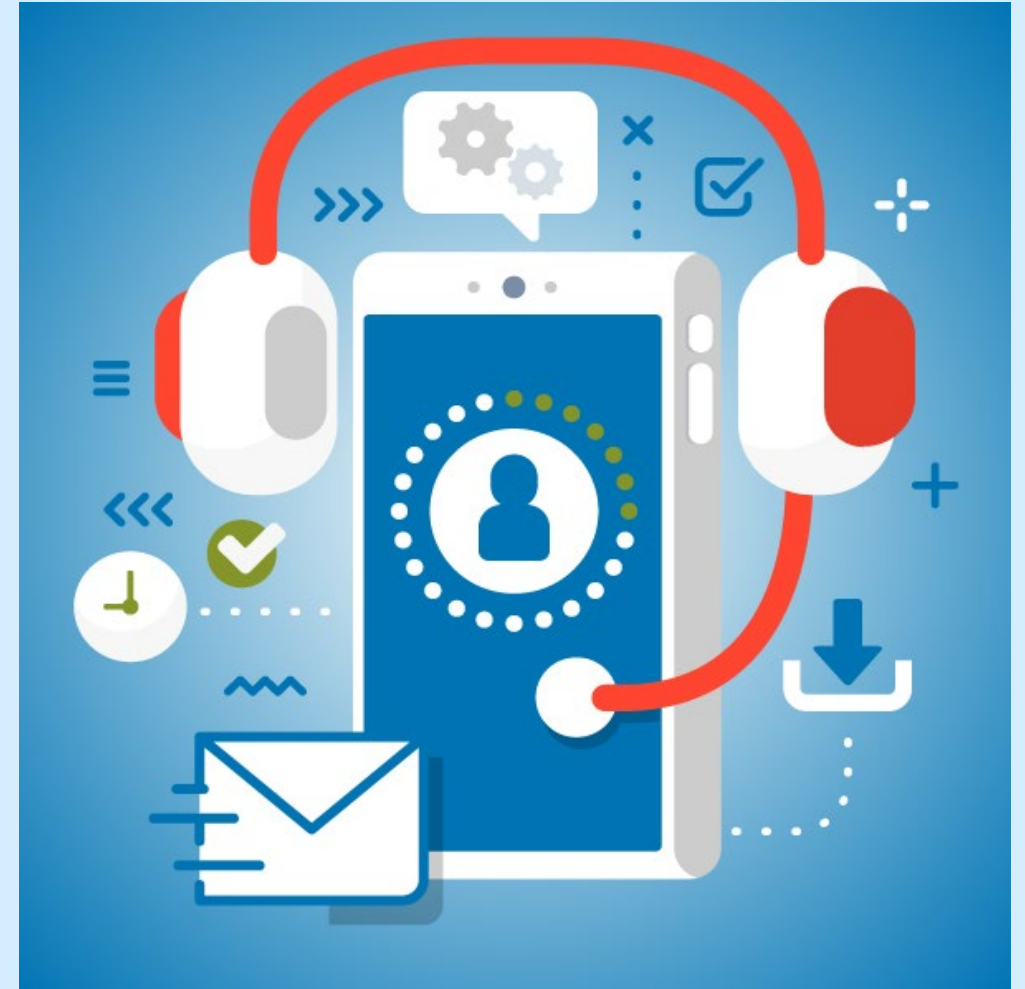
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Collaborative Planning and School Emergency Operations Plan (EOP) Development



Basic Plan



Functional Annexes



Threat- and Hazard-Specific Annexes



COLLABORATIVE PLANNING

Creating and revising a model EOP are done by following a collaborative process.

Multidisciplinary planning teams should be assembled in Step 1.



THE ROLE OF PRINCIPALS

Before

- Support EOP development
- Serve as model school safety leader
- Cultivate relationships with community partners
- Serve as a liaison between school, district, and state education agency

During

- Serve as Incident Commander
- Support PIO and response team with Communications and Warning
- Lead response actions and activation of functional annexes

After

- Lead or participate in after-action reviews and reports
- Direct faculty and staff on changes to protocols based on lessons learned
- Manage the phases of recovery in collaboration with partners

POLL: TELL US ABOUT YOURSELF

What role do you play in school safety, security, emergency management, and preparedness?



PANEL DISCUSSION

A Closer Look at the Role That
Principals Play in School Safety



GUEST PANELISTS



Ty Thompson

Former Principal, Marjory Stoneman
Douglas High School, Florida



Kathleen Gombos

Principal, Sandy Hook Elementary
School, Connecticut



Michael Sedlak

Unit Principal, Hudson High
School, Ohio



Elizabeth Brown

Principal, Ocali Charter
High School, Florida



QUESTION-AND-ANSWER SESSION

Please use the Q&A Pod
to submit your questions.

Key Resources to Support Your Work




REMS TA CENTER RESOURCES

FACT SHEET

Emergency Operations Plan Maintenance: Reviewing, Updating, and Strengthening Plans

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER



Developing, implementing, and maintaining high-quality emergency operations plans (EOPs) are ongoing processes that must be continually evaluated and enhanced. The *Guide for Developing High-Quality School Emergency Operations Plans* (EOPs), *The Role of Districts in Developing High-Quality School Emergency Operations Plans* (EOPs), and the *Guide for Developing High-Quality Emergency Operations Plans* (EOPs) are essential resources for school leaders. The *Guide for Developing High-Quality Emergency Operations Plans* (EOPs) outlines a six-step planning process (EOPs). Step 6 of that process involves EOP implementation and maintenance. Although EOPs have been commonly designed, it needs to be regularly reviewed, practiced, and updated. Building improvements, resource allocation changes, population changes, and changes in policy changes, and the lessons learned from exercises and their related action on EOPs. Additionally, the specific threats and hazards facing a school or higher ed of over time. Regularly testing and reviewing the EOPs, basic plan, functional response, or specific exercises can help ensure a high-quality EOP remains up to date, while also emergency preparedness efforts and supporting efforts to sustain and enhance periodic.

School, school district, and institution of higher education (IHE) planning teams should partner on an ongoing basis to develop and update their EOPs to ensure the safety, school/community emergency, as well as continuity of operations in the face of a variety of opportunities for reviewing, updating, and strengthening EOPs can be found in the following document.

Conducting Emergency Exercises

Emergency exercises are powerful tools for assessing a school, school district, or IHE's level of emergency preparedness and EOP strengths and weaknesses. Further, exercises help test staff and stakeholders so that emergency with a role in the plan, can act in a swift, coordinated way before, during, and after an emergency incident to mitigate the impact on the school or IHE community. There are two main types of emergency exercises: discussion-based exercises such as tabletop exercises, and operation-based exercises such as drills, functional exercises, and full-scale exercises. While discussion-based exercises are

most familiar, practice-based exercises can identify that provide a realistic and comprehensive and community-based practice their roles and responsibilities should be conducted in a community partner (e.g., fire department, police, public health). Emergency exercise opportunities to:

- Activate the incident command system
- Initiate appropriate response
- Assess needed resources, equipment and supplies

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FACT SHEET

Developing a Bomb Threat Annex: Enhancing the Higher ed Emergency Operations Plan

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Our nation's postsecondary institutions are entrusted to provide a safe and healthy learning environment for the students, faculty, and staff who live, work, and study on campus. With possible incidents ranging from active shooter incidents, bomb threats, hurricanes, earthquakes, and pandemics, the higher education community faces a wide range of risks. While active shooter incidents are the most common, bomb threats are a significant concern for higher education. Bomb threats are a type of terrorism, and the resulting population served. Bomb threats are a type of terrorism, and the resulting population served. Bomb threats are a type of terrorism, and the resulting population served.

Highly for certain types of threats and hazards may be diverse and types, including bomb threats, can vary in severity. Bomb threats are a type of terrorism, and the resulting population served. Bomb threats are a type of terrorism, and the resulting population served. Bomb threats are a type of terrorism, and the resulting population served.

Strategies for Engaging in Whole Community Planning

The following actions will help education agencies to develop community partnerships and integrate their expertise and plans into the EOP.

- Invite community partners to serve on the planning team.
- Establish common terminology and implement the National Incident Management System (NIMS).
- Identify threats and hazards from the community.
- Develop memoranda of understanding (MOUs) with community partners, and
- Practice the plan together with community partners.

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Integrating K-12 Students With Disabilities Into School Emergency Management Planning

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


Taking an inclusive and equitable approach to emergency management planning means considering the needs of the most vulnerable populations first. Students with disabilities (SWDs) are entitled to the same emergency services and should be considered and included during emergency planning processes. The *Guide for Developing High-Quality School Emergency Operations Plans* (EOPs) and list also a supported by multiple federal laws, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). The EOPs also provide guidance on how to ensure that students with disabilities are included in emergency management planning. The EOPs also provide guidance on how to ensure that students with disabilities are included in emergency management planning.

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Benefits of Administrator Engagement

School emergency preparedness requires a greater interdependence between school and community leaders such as fire, police, emergency medical services, public health, mental/behavioral health, and emergency management personnel. This collaboration helps create a dynamic and interactive environment where the school-based administrator's authority can be transformed and shared through a single voice with a collective message about emergency management priorities and actions. Depending on the scope of the incident, this may mean that administrators need to have responsibility in decision-making with community partners, hand control over to the incident commander from fire responding agencies, or possibly maintain their authority in an emergency.

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Pandemic Planning: Developing an Infectious Disease Annex

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The *Guide for Developing High-Quality School Emergency Operations Plans* (EOPs) and the *Role of Districts in Developing High-Quality School Emergency Operations Plans* (EOPs) recommend that schools and school districts prepare for the reality of threats and hazards they may face, including infectious diseases such as COVID-19 pandemic. Although schools and school districts have experienced such both in conventional form and types of infectious diseases (e.g., influenza, etc.), pandemics often present unique challenges and greatly impact efforts to and learning, as well as safety.

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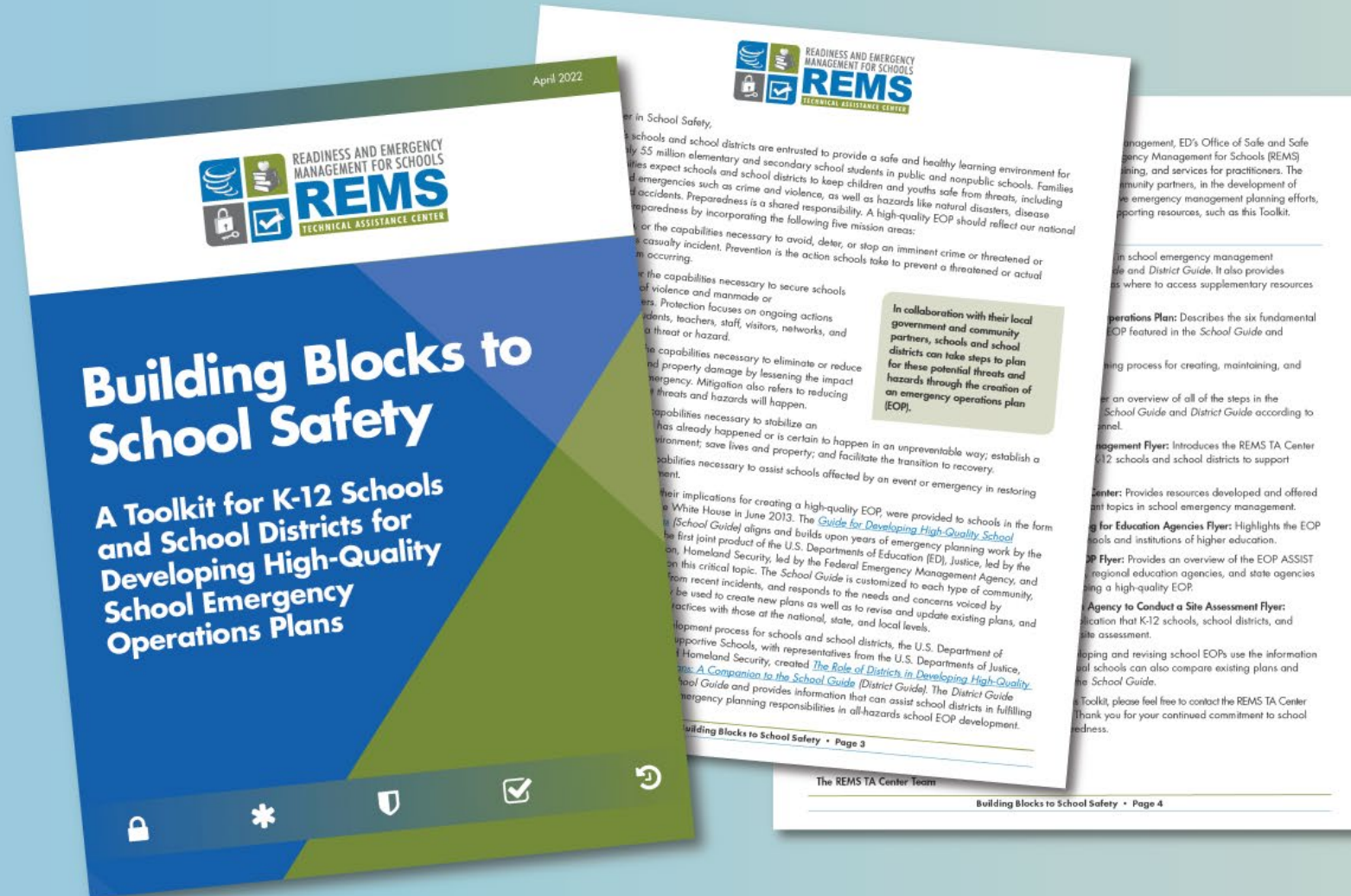
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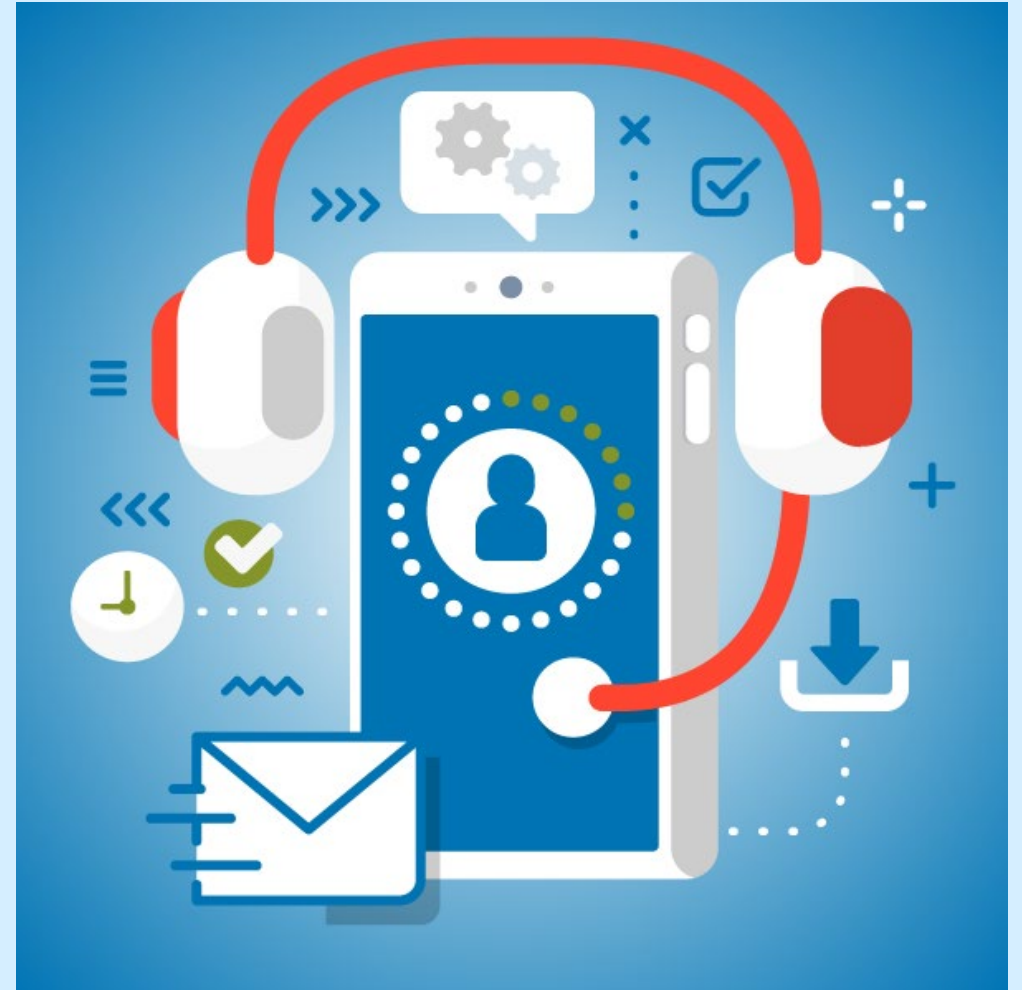
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