



# Building Blocks to School Safety

**A Toolkit for K-12 Schools and School Districts for Developing High-Quality School Emergency Operations Plans**



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Dear Partner in School Safety,

Our nation’s schools and school districts are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students in public and nonpublic schools. Families and communities expect schools and school districts to keep children and youths safe from threats, including human-caused emergencies such as crime and violence, as well as hazards like natural disasters, disease outbreaks, and accidents. Preparedness is a shared responsibility. A high-quality EOP should reflect our national approach to preparedness by incorporating the following five mission areas:

- **Prevention**, or the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection**, or the capabilities necessary to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation**, or the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation also refers to reducing the likelihood that threats and hazards will happen.
- **Response**, or the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- **Recovery**, or the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

**In collaboration with their local government and community partners, schools and school districts can take steps to plan for these potential threats and hazards through the creation of an emergency operations plan (EOP).**

These mission areas, and their implications for creating a high-quality EOP, were provided to schools in the form of guidance released by the White House in June 2013. The [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#) aligns and builds upon years of emergency planning work by the Federal government and is the first joint product of the U.S. Departments of Education (ED), Justice, led by the Federal Bureau of Investigation, Homeland Security, led by the Federal Emergency Management Agency, and Health and Human Services on this critical topic. The *School Guide* is customized to each type of community, incorporates lessons learned from recent incidents, and responds to the needs and concerns voiced by stakeholders in the field. It may be used to create new plans as well as to revise and update existing plans, and to align emergency planning practices with those at the national, state, and local levels.

To further support the EOP development process for schools and school districts, the U.S. Department of Education, Office of Safe and Supportive Schools, with representatives from the U.S. Departments of Justice, Health and Human Services, and Homeland Security, created [The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide \(District Guide\)](#). The *District Guide* serves as a complement to the *School Guide* and provides information that can assist school districts in fulfilling both their individual and shared emergency planning responsibilities in all-hazards school EOP development.

To facilitate the dissemination of information on school emergency management, ED's Office of Safe and Sound Schools (OSSS) administers the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center, a hub of information, resources, training, and services for practitioners. The REMS TA Center supports schools and school districts, with their community partners, in the development of high-quality school EOPs and in the implementation of comprehensive emergency management planning efforts, including dissemination of the *School Guide*, *District Guide*, and supporting resources, such as this Toolkit.

## About This Toolkit

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This Toolkit offers a compendium of key resources for practitioners in school emergency management who are interested in gaining an understanding of the *School Guide* and *District Guide*. It also provides recommendations for creating high-quality school EOPs, as well as where to access supplementary resources that can support planning efforts. Contents include:

- **Principles for Creating a High-Quality School Emergency Operations Plan:** Describes the six fundamental principles for creating, maintaining, and revising a school EOP featured in the *School Guide* and referenced in the *District Guide*.
- **K-12 Six-Step Planning Process:** Describes the six-step planning process for creating, maintaining, and revising a school EOP featured in the *School Guide*.
- **School EOP Development Checklists:** These documents offer an overview of all of the steps in the recommended six-step planning process from the Federal *School Guide* and *District Guide* according to whether you are school personnel or school district personnel.
- **REMS TA Center: Supporting K-12 School Emergency Management Flyer:** Introduces the REMS TA Center and a selection of the products and services offered to K-12 schools and school districts to support emergency management planning.
- **Key Resources, Trainings, and Tools From the REMS TA Center:** Provides resources developed and offered by the REMS TA Center; it is organized based on relevant topics in school emergency management.
- **EOP Interactive Tools: Emergency Management Planning for Education Agencies Flyer:** Highlights the EOP Interactive Tools offered by the REMS TA Center for schools and institutions of higher education.
- **EOP ASSIST: A Free Web-Based App to Create Your EOP Flyer:** Provides an overview of the EOP ASSIST software application that K-12 schools, school districts, regional education agencies, and state agencies can use to walk through a six-step process for developing a high-quality EOP.
- **SITE ASSESS: A Mobile Application for Your Education Agency to Conduct a Site Assessment Flyer:** Provides an overview of the SITE ASSESS mobile application that K-12 schools, school districts, and institutions of higher education can use to conduct a site assessment.

We recommend that planning teams responsible for developing and revising school EOPs use the information presented here to guide their efforts. Districts and individual schools can also compare existing plans and processes against the content and processes outlined in the *School Guide*.

If you have any questions about the content included within this Toolkit, please feel free to contact the REMS TA Center by phone (1-855-781-7367) or email ([info@remstacenter.org](mailto:info@remstacenter.org)). Thank you for your continued commitment to school safety. Consider us partners in school emergency preparedness.

Thank you,

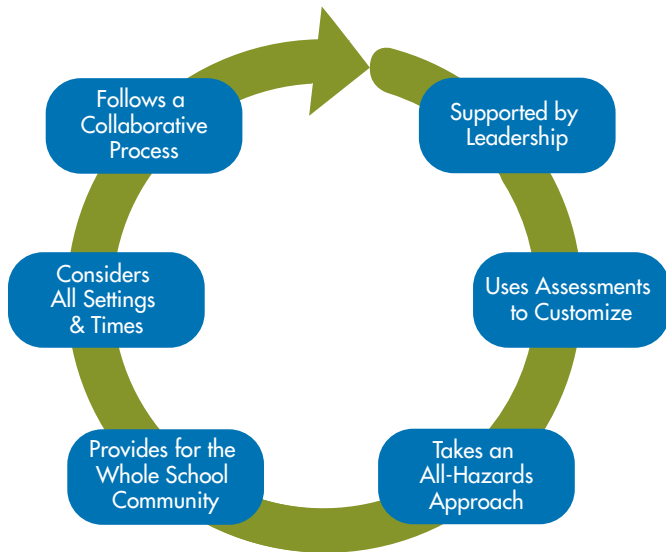
**The REMS TA Center Team**



# Principles for Creating a High-Quality School Emergency Operations Plan



# The Six Principles



As described in the federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*, several key planning principles are foundational to developing a high-quality school emergency operations (EOP) plan and building capacity in preparedness and its five mission areas: Prevention, mitigation, protection, response, and recovery. Incorporating these principles throughout the planning process and during the ongoing implementation of the emergency plan will increase a school's ability to carry out effective preparedness activities and provide efficient responses to a variety of threats and hazards. It also will improve safety for the entire school community. This *REMS Express* edition provides a practitioner's perspective on the *School Guide's* six recommended planning principles and offers practical strategies for implementing them throughout the planning and plan management processes.

## **Plans Must Be Supported by Leadership**

The ongoing and strong support of both senior-level school and district officials is fundamental to producing, implementing, and sustaining high-quality EOPs.

Writing, revising, or strengthening an EOP requires a significant investment of time and resources —

precious commodities for which school personnel are often competing. Senior leaders can demonstrate their commitment to and support for this process by providing the resources needed to engage in an effective planning process, making the allocation of time and personnel to this effort a priority.

Senior-level officials involved in the planning process also can provide key guidance based on their broader perspective of the school, district, and community. For example, they can help shape plans that are aligned with school and district policies, union constraints, and state and local laws, and also consider issues of legal liability. As the EOP takes form, planners will identify vulnerabilities and propose strategies for addressing them. Leaders can provide important direction on which ones might be feasible and cost-effective to implement. They also can assess the school and/or district's ability to maintain and sustain whatever plans are put into place. Similarly, they can look at possible short- and long-range goals for safety enhancements and understand how those may relate to other school and district priorities.

In addition, when leaders play an active role in developing the EOP, they demonstrate their buy-in and commitment to the plan, which increases the probability that it will receive staff support and be assimilated into the school culture. With the strong support of senior-level leaders, staff also are more accountable and more likely to prioritize the ongoing training necessary for effective implementation of the plan in real emergencies. This can be accomplished by setting up a required schedule of training and drills, and establishing a reporting mechanism to track compliance. An example of this type of tool can be found at the REMS TA Center Toolbox at <http://rems.ed.gov/ToolBox.aspx>.

## **Plans Must Use Assessments Customized to the Building Level**

Every school is unique, with distinct characteristics, strengths, and vulnerabilities. Effective planning incorporates comprehensive, ongoing assessments of the school and surrounding community in order to design a highly customized EOP.



There are numerous assessments that the planning team may use to help identify risks, potential issues, and available resources that will factor into the EOP. These include site assessments, culture and climate assessments, behavioral threat assessments, and capacity assessments. Data from these and other assessments provide the basis for customizing EOPs to meet individual school needs. They help the team evaluate the actual physical characteristics of a school through examining floor plans, grounds layouts, traffic flows, student behavior, security, and so forth. Assessments also help illuminate community partners' response capabilities and philosophies, response times, or communications constraints, and how associated strengths or weaknesses might impact, and thus shape, some elements of an EOP. For example, if the school is located in an isolated region and response times for first responders are lengthy, procedures may need to be developed to empower schools to take different or additional protective measures than would be necessary for a school with a police force nearby. Likewise, a school located in the middle of an urban area might have greater vulnerabilities to certain crimes or hazards than a rural school.

It is important for each school to create its own customized EOP. Using a generic plan, or one that is not particular to a specific school site, can potentially impair a school's ability to respond effectively in an emergency because such a plan will usually not meet all the needs of a particular school. Customizing an EOP to each school's unique characteristics is essential to enhancing a school's capability to respond effectively and efficiently to emergencies.

## Plans Must Consider All Threats and Hazards

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A comprehensive school emergency planning process utilizes an "all-hazards" approach, which takes into account a wide range of possible threats and hazards. It includes those that might take place in the community and surrounding area that could impact the school.

Sometimes schools tend to focus their emergency plans on typical hazards such as fires and weather-related incidents, or high-profile school emergencies such as *active shooter situations*. However, school planning teams need to consider a broad spectrum of hazards and threats — from cybersecurity breaches to flu outbreaks — to determine the level of risk and vulnerability to that particular school, and to ensure there are adequate protective measures.

The EOP planning team can draw on a wealth of existing information to identify the range of threats and hazards the school might face. School personnel will have knowledge of previous emergencies; community partners will know of prevalent threats or hazards in the region; federal, state, and local historical data can be accessed; and school, city, or county surveys or reports can provide valuable information to help the team determine which threats and hazards to address.

Threats and hazards fall into four general categories: (1) natural hazards; (2) technological hazards; (3) biological hazards; and (4) adversarial, incidental, and human-caused threats. The chart above, while not exhaustive, shows a variety of threats and hazards schools might need to address in their plans. Taking an all-hazards approach to emergency planning increases the capacity of the school to provide for the safety of its students, staff, and visitors in a wide range of potential emergency situations.

## Plans Must Provide for the Access and Functional Needs of the Whole School Community

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Throughout every step, the planning team should take an inclusive approach to ensure it takes into consideration the whole school community:

- students, staff, families, and visitors;

## EXAMPLES OF THREATS & HAZARDS

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-Caused Threats
<ul style="list-style-type: none"> <li>• Earthquake</li> <li>• Tornado</li> <li>• Lightning</li> <li>• Severe wind</li> <li>• Hurricane</li> <li>• Flood</li> <li>• Wildfire</li> <li>• Extreme temperature</li> <li>• Landslide or mudslide</li> <li>• Tsunami</li> <li>• Dust storm</li> <li>• Volcanic eruption</li> <li>• Winter precipitation</li> <li>• Snowstorm</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Hazardous materials in the community from industrial plants, major highways or railroads</li> <li>• Radiological releases from nuclear power stations</li> <li>• Hazardous materials in the school, such as gas leaks, sewage breaks, or laboratory spills</li> <li>• Infrastructure failure, such as dam, power, water, communications, or technology systems</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Infectious diseases</li> <li>• Contaminated food outbreak</li> <li>• Water contamination</li> <li>• Toxic materials present in schools, such as mold, asbestos, or substances in school science laboratories</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Fire</li> <li>• Medical emergency</li> <li>• <i>Active shooter</i></li> <li>• Threat of violence</li> <li>• Fights</li> <li>• Gang violence</li> <li>• Bomb threat</li> <li>• Child abuse</li> <li>• Cyber attack</li> <li>• Suicide</li> <li>• Missing student or kidnapping</li> <li>• School bus emergencies</li> <li>• Student demonstration or riot</li> <li>• Dangerous animal</li> <li>• Other</li> </ul>

- children and adults with disabilities;
- persons with access and functional needs (e.g., communication, transportation);
- individuals from religiously, racially, and ethnically diverse backgrounds; and
- people with limited English proficiency.

For example, a vulnerability assessment might reveal that specific protocols are necessary to provide for the special evacuation needs of infants and toddlers in school-based day cares and preschools. Similarly, it might show that individuals in wheelchairs who cannot physically perform the “duck-cover-hold” protocol during an earthquake need a special plan that provides for alternative protective measures. In other cases, loud noises, bright lights, and high-stress situations can affect some students’ ability to function or to follow instructions.

A culture and climate assessment, or after-action report, which provides recommendations for

future response and recovery efforts, might reveal cultural-specific needs. For example, the role of parents and grandparents varies among different cultures, communities, and individual families. Their expectations for communications during emergencies also can vary, and the need for messaging in multiple languages might be required. In addition, individuals and communities, which may include persons of all ages and developmental stages, and survivors of past emergencies or violent acts, will face different hazards. Those in charge of emergency preparedness efforts need to be compassionate with regard to the social-emotional needs of the whole school community.

Assessments might reveal confidential information about students and families. In some cases, information must be shared with planning teams, and in others legal restrictions prevent information from being shared. Planners must be mindful of privacy rights as well when considering what information should be







shared. The *Family Educational Rights and Privacy Act (FERPA)* is a good place for school planning teams to start when they are interested in understanding the implications related to information-sharing in the emergency planning process. In some cases, the *Health Insurance Portability and Accountability Act (HIPAA)* may also apply.

Schools might consider developing a standardized procedure or tool for developing customized plans for individuals who need accommodations to accomplish the emergency protocols. An example of this kind of tool can be found at <http://rems.ed.gov/ToolBox.aspx>.

### **Plans Must Consider All Settings and Times**

School EOPs are often designed to empower students and staff to respond effectively to emergencies that occur when class is in session. While this is a good starting place, effective plans also must include procedures for students and staff to follow during non-instructional times. These include arrival, lunch, recess, and dismissal; while on the school bus or in the parking lot; at afterschool and evening activities; during off-campus field and athletic trips; and in virtual teaching and learning environments. For example, procedures for responding to an *active shooter situation* on campus may be very different if students are in an open lunchroom as opposed to a lockable classroom. Likewise, the same situation on a school bus or at an athletic event might require significantly different response protocols. Planning teams will need to address the tension between establishing clearly identified response protocols and teaching students and staff to respond to situations that aren't clear. This involves learning to (1) assess the emergency situation,

(2) be flexible when taking independent action, and (3) adapt responses when life-threatening circumstances are present.

Special protocols also might need to be established for making adequate emergency notifications in instructional areas with high noise levels, such as music rooms and gymnasiums, or in exterior areas such as parking lots or playgrounds. Consider, for example, the implications of a group of students and staff meeting outside for recess when the school is notified by first responders of a dangerous person in the area surrounding the school. What would be required to provide them with timely notification?

The planning team might also consider to what extent groups using school facilities during non-school hours should have access to and knowledge of school EOPs and resources. These kinds of considerations will naturally come to light as the planning team considers all settings and times while developing a complete EOP.

### **Plans Must Follow a Collaborative Process**

Developing strong EOPs is best done through collaboration. Districts and schools should assemble a multidisciplinary planning team that includes a variety of district and school professionals as well as community partners.

Districts and schools should ensure that their community partners also have clear roles and responsibilities in preparedness efforts, and participate on the team and throughout the Six-Step Planning Process. Partners can include local emergency managers, law enforcement, school resource officers, and safety officials, as well as public and mental

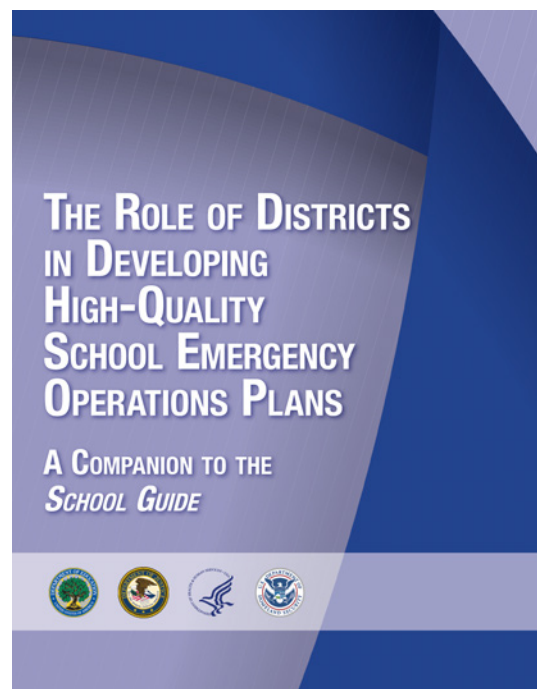
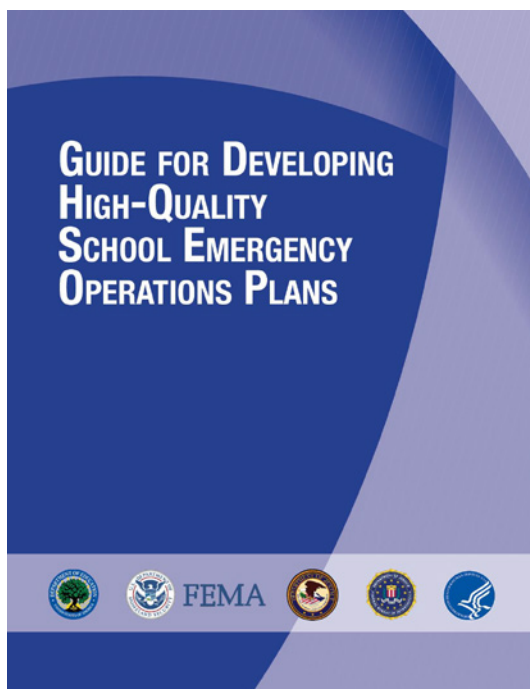
health associates. Local government figures and community representatives also should be consulted. Diversity from within the school community, as well as from the greater community, will ensure a broader perspective and increase capacity by adding knowledge, expertise, and resources. An inclusive planning team also will help ensure that planning efforts are aligned and integrated at the community, regional, and state levels, which facilitates response and recovery efforts.

As the team works through the process of identifying hazards, threats, vulnerabilities, strengths, and responses to various scenarios, perceptions can be challenged and a new understanding of partner roles and responsibilities can emerge. Drawing on the collective wisdom, diverse experiences, and

unique perspectives of diverse stakeholders will enhance the collaborative planning process, and result in strong school-community partnerships and a comprehensive EOP that supports the seamless integration of all responders.

### **The Goal: A High-Quality School EOP**

A well-executed planning process focuses on important outcomes and results for a customized plan that is practical for schools and community partners to implement. By applying the principles throughout the Six-Step Planning Process, the planning team can develop a school EOP that serves the safety, security, and wellness needs of the whole school community before, during, and after an emergency.





# K-12 Six-Step Planning Process





The federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)* describes a practical six-step planning process for developing a high-quality school emergency operations plan (EOP). The resulting plan builds capacity in preparedness and its five mission areas: prevention, mitigation, protection, response, and recovery. To help schools in developing their own school EOP, this *REMS Express* edition offers a practitioner’s perspective on the planning process and provides practical illustrations of each of the six steps.

The best way to develop a high-quality EOP is through collaboration. The six planning steps are sequenced to support a cooperative process that invites multiple perspectives for information gathering, prioritizing, goal setting, executing specific activities, and actually writing and evaluating the plan. You can use this process to develop a new plan, conduct a comprehensive review of an existing plan, or strengthen the plans already in place. Following this planning process will help the planning team create and implement a customized school EOP that will meet the unique needs of a whole school community.

## STEP 1: FORM A COLLABORATIVE PLANNING TEAM

The first step to developing a comprehensive and effective school EOP is to form a multidisciplinary team whose members will work through the six-step planning process together. The core planning team should include stakeholders from among district-level leaders, community partners, and, of course, the school. A collaborative team approach allows

multiple professional perspectives to contribute to all aspects of safety and security.

**District-Level Leadership:** Involving senior-level officials in the planning process is fundamental to producing, implementing, and sustaining a high-quality EOP. These leaders can prioritize the allocation of time and personnel needed to engage in an effective planning process. They are able to provide key guidance for creating plans that are aligned with school and district policies, union constraints, and state and local laws, as well as to consider issues of legal liability. As vulnerabilities are identified and strategies proposed for addressing them, leaders can provide important direction on what might be feasible and cost-effective to implement, maintain, and sustain. Similarly, they can look at possible short- and long-range goals for safety enhancements, and understand how those may relate to other school and district priorities. In addition, when those in leadership positions play an active role in the development of the EOP, they demonstrate buy-in and commitment to the plan, which increases the probability that staff will support the plan and that the plan will be assimilated into the culture of the school.

**School Stakeholders:** The core planning team should include representatives from a wide range of school personnel—school administrators, facilities personnel, educators, counselors, nurses, playground supervisors, office staff, students, and families. Such a variety of team members will represent a wide range of voices and interests, such as those with access and functional needs, disabilities, racial minorities, religious groups, and English language learners. When combined, these different perspectives can greatly enhance the

# Form A Collaborative Planning Team



team's ability to address the needs of the whole school community as they work through the planning process and consider responses to a wide range of threats and hazards. For example, facilities personnel have a wealth of knowledge about the building structure, security systems, and utilities; office personnel have a practical understanding of the flow of visitors and volunteers; and, school nurses have a pulse on the medical health needs of students and can provide a critical link with local public health partners. All of these stakeholders provide important insights that will help customize the plan so that it addresses the school's unique circumstances and needs.

**Community Partners:** Other essential members of the planning team include first responders, such as law enforcement and fire personnel, emergency medical services, and school resource officers; local emergency managers; and public and mental health associates. These and other community partners provide critical knowledge and experience specific to various threats and hazards that will help guide the development of an EOP. For example, first responders all function within the Incident Command System, which provides a standardized approach for managing emergencies. Community partners can help schools design their plans so they are aligned with the National Incident Management System (NIMS).

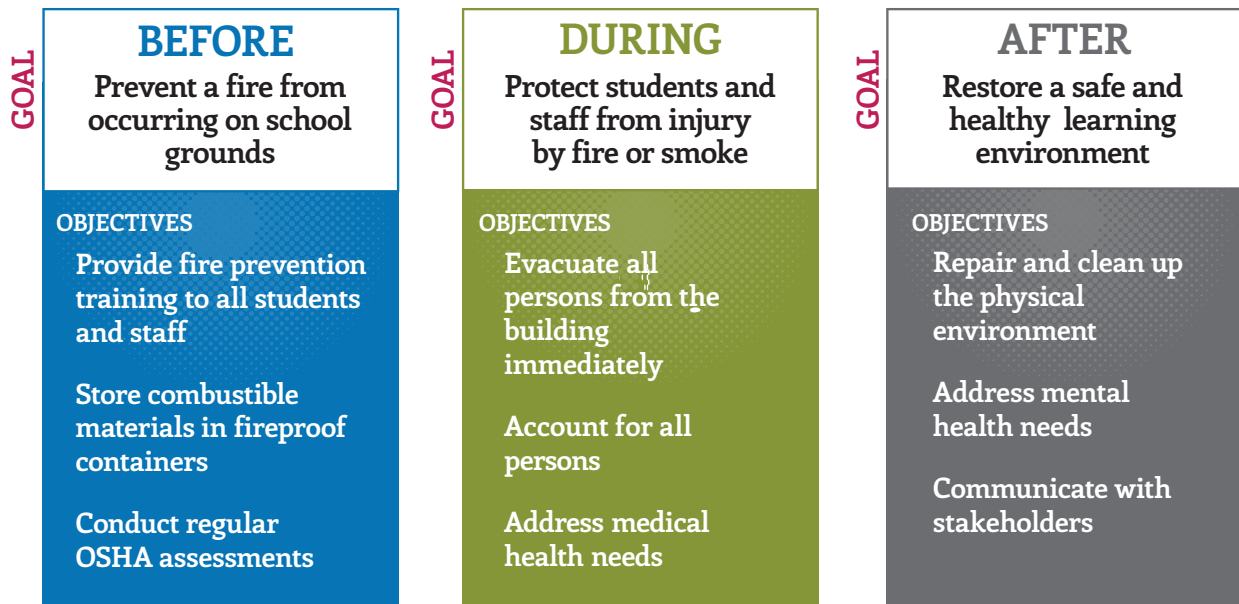
As teams work together through this six-step process, the capabilities, roles, and responsibilities

of each member will emerge, facilitating mutual understanding, coordination, and the development of a common framework for managing emergencies. Drawing on the collective wisdom, diverse experiences, and unique perspectives of these stakeholders will enhance the collaborative planning process, and result in strong school-community partnerships and a comprehensive EOP that supports the seamless integration of all responders.

## Step 2: Understand the Situation

The first order of business for the planning team is to understand the unique situation of the school so that a customized plan can be developed. A comprehensive school emergency planning process utilizes an "all-hazards" approach, which takes into account a wide range of possible threats and hazards to the school, including those that might take place in the community and surrounding. Sometimes schools tend to focus their emergency plans on typical hazards, such as fires and weather-related incidents, or high-profile school emergencies, such as active shooter situations. However, collaborative planning teams need to consider and assess a broad spectrum of hazards and threats — from cybersecurity breaches to flu outbreaks — to determine the level of risk and vulnerability

# Threat or Hazard: Fire



to that particular school, and to plan for adequate protective measures.

The planning team can draw on existing information and conduct assessments to identify the range of threats and hazards that a school might face. School personnel will have knowledge of previous emergencies; community partners will know of threats or hazards prevalent in the community or the region; federal, state, and local historical data can be accessed; and school, city, or county surveys or reports can provide valuable information to help the team determine which threats and hazards need to be addressed. Assessment tools, such as site assessments, culture and climate assessments, behavioral threat assessments, and capacity assessments, also can produce data that can serve as the basis for the team to identify threats and hazards. Such tools also can help evaluate the unique characteristics of a school including its strengths and vulnerabilities related to various threats and hazards.

Threats and hazards fall into four general categories: natural hazards; technological hazards; biological hazards; and adversarial, incidental, and human-caused threats. The *Guide* features a chart that, while not exhaustive, shows a variety of threats and hazards schools might need to address in their plans. You can access the chart at <https://rems.ed.gov/K12ThreatAndHSAnnex.aspx>.

The planning team should select suitable assessment tools to identify a set of threats and hazard, and then to evaluate the risk posed by them. Evaluating risks entails understanding the probability that the specific threat or hazard will occur; the effects it will likely have, including the severity of the impact; the time the school will have to warn students and staff about the threat or hazard; and how long it may last. Assessments also help illuminate community partners' response capabilities and philosophies, response times, or communications constraints, and show how associated strengths or weaknesses might affect, and thus shape, some elements of an EOP. For example, if the school is located in an isolated region and response times for first responders are lengthy, procedures may need to be developed to empower schools to take different or additional protective measures than would be necessary for a school with a police force nearby.

Finally, the planning team should use the information it has compiled from the data and assessments to compare and prioritize the risks posed by threats and hazards. This will help the team determine which threats and hazards it will include in the plan. It will also help the team develop appropriate protocols to respond effectively to those threats and hazards. Going through the process of identifying threats and hazards, and evaluating and prioritizing risks, will help the planning team take an all-hazards approach

to emergency planning. It also will increase the capacity of the school to provide for the safety of its students, staff, and visitors in a wide range of potential emergency situations.

### STEP 3: DETERMINE GOALS AND OBJECTIVES

Once the planning team has identified which threats and hazards it will address in its EOP, its next step is to develop goals and objectives to address them. Goals are the team’s broad vision of what the school wants to accomplish in response to the threat or hazard; they define a successful outcome. Objectives, by contrast, are specific measurable actions that are necessary to achieve the goals. Planning teams should develop goals and objectives (as many as necessary) that address each threat or hazard in three timeframes: before, during, and after the incident. The box on the right displays an example of some possible goals and objectives for a fire hazard.

After the team has finished compiling the goals and objectives for each of its identified threats and hazards, it will find that certain common, critical functions apply to many types of emergencies. For example, accounting for the whereabouts and well-being of students, communicating with stakeholders, addressing medical needs, and even evacuation protocols are all examples of common critical functions for multiple types of threats or hazards. Other possible functions include lockdown, shelter-in-place, reunification, security, continuity of operations, and recovery. As the planning team assesses the school’s needs, it may need to prepare different or additional

functional annexes, or topic-based chapters, and identify goals and objectives for those as well.

### STEP 4: PLAN DEVELOPMENT (IDENTIFY COURSES OF ACTION)

Once the planning team has established goals and objectives for all of its identified threats, hazards, and critical functions, it is time to get specific and identify courses of action to accomplish each of the objectives. This is where the team is challenged to address the who, what, when, where, and why for each threat, hazard, and function, and the many different ways an incident can unfold. The planning team considers the possible impacts using scenarios to create appropriate courses of action--feasible and well-designed response protocols for staff and students to implement during a variety of emergency circumstances. One of the most effective methods to figure out those practical, step-by-step courses of action is to take the planning team through a discussion of a hypothetical emergency scenario. As the scenario is discussed, the planning team will determine the amount of time available to respond, identify key decision points, and develop courses of action for that particular threat, hazard, or function. The graphic above provides an example of a scenario and the corresponding goal, objectives, and potential courses of action.

After developing possible courses of action for the scenario, the planning team will identify the resources necessary to accomplish each course of action as well as the training required to achieve the action effectively and efficiently. These are all important



# Example of Goals and Objectives for a Fire Hazard

## SCENARIO

Local law enforcement informs school officials that a large capacity tanker truck carrying an unknown substance has over-turned nearby. In order to protect (seal off) students and staff from potentially hazardous materials, they are requesting the school initiate a “shelter-in-place” protocol until the substance can be identified.



## Function: Shelter-in-Place

**GOAL:** DURING: Protect Students and Staff from Exposure to the Contaminant

<b>OBJECTIVE</b>	<b>Notify all students and staff to follow shelter-in-place protocol</b>	<b>OBJECTIVE</b>	<b>Provide immediate medical support before rooms are sealed</b>	<b>OBJECTIVE</b>	<b>Seal rooms within 3 minutes of notification</b>	<b>OBJECTIVE</b>	<b>Turn off HVAC system within 3 minutes of notification</b>
<b>COURSES OF ACTION</b>	<b>Make announcement on PA/intercom system Contact classes meeting outside using two-way radio Send runner to gym and music rooms to verify notification Call transportation to divert buses away from the area</b>	<b>COURSES OF ACTION</b>	<b>Deliver inhalers to designated students Move medically fragile students to health room Discreetly remind teachers of medical protocols</b>	<b>COURSES OF ACTION</b>	<b>Close all windows and doors Seal gaps with wet towels Cover all openings to outdoors with plastic sheeting and tape</b>	<b>COURSES OF ACTION</b>	<b>Shut down master HVAC system for main building Shut down auxiliary HVAC system for gymnasium Close individual unit ventilators in portable classrooms</b>

parts of the planning process that help teams develop emergency plans that are realistic, feasible, and adequate to meet the needs of a particular emergency situation and the whole school community.

## STEP 5: PLAN PREPARATION, REVIEW, AND APPROVAL

In step 5, the planning team will take all the work it has done to this point and prepare a draft of the school’s EOP. An effective one is presented in a logical way so users can find the information they need easily, is written in plain language that users can understand

clearly, and is actionable and simple to follow. A traditional format for a school EOP has three major sections: (1) the Basic Plan, (2) Functional Annexes, and (3) Threat and Hazard Specific Annexes.

**The Basic Plan** section of the school EOP provides an overview of the school’s approach to emergency operations. It addresses the overarching activities the school undertakes regardless of function, threat, or hazard. For a detailed description of the contents of this section, visit <http://rems.ed.gov/K12BasicPlan.aspx>.

The **Functional Annexes** section sets forth how the school will manage common, essential functions like evacuation, lockdown, communications, accounting for students, and so forth, before, during, and after an emergency.



The **Threat and Hazard Specific Annexes** section identifies specific protocols schools will follow to address the unique threats and hazards they may face.

The planning team will write the plan, various stakeholders will review it, and revisions will be made. Tools, such as quick reference guides and related documents, will be developed to present and communicate the plan effectively. Once the plan is finalized, it should be submitted to senior-level leaders for approval. At this point, the EOP can be distributed and shared with appropriate stakeholders. The team will need to determine what parts of the plan should be redacted and how this will be accomplished.

## **STEP 6: PLAN IMPLEMENTATION AND MAINTENANCE**

Now that the major effort to create the school EOP has been accomplished, a number of critical activities that help to strengthen the effectiveness of the plan must follow. Stakeholders should be trained on the plan so it can be implemented effectively. Everyone involved in the plan — staff members, substitute teachers, students, volunteers, and community partners — needs to know her or his roles and responsibilities before, during, and after an emergency. This can be accomplished by having a meeting to orient stakeholders to the new or revised plan; touring key locations, such as evacuation routes, assembly areas, and utility shut-off locations; distributing plan documents and tools; posting key information throughout the school; and handing out essential resources related to the plan, such as shelter-in-place supplies or two-way radios. Customized plans for individuals who need accommodations to accomplish the emergency protocols also will need to be developed.

Training on the threat, hazard, and functional annexes can be done in person and through demonstrations; online training videos or webinars; and drills, tabletop scenarios, and exercises. Setting up a regular schedule of drills and exercises provides stakeholders with

consistent practice to increase the effectiveness of plan implementation, which may in turn lessen the impact on life and property in real emergencies. Drills and exercises also help to identify gaps and weaknesses in the plan or deficiencies in training, which is why it is always important to debrief and evaluate after conducting a drill, so corrections can be made. Districts and schools can provide training and conduct exercises in collaboration with community partners and relevant stakeholders. This can help inform everyone of the details of the plan, increase positive working relationships, and allow for more realistic practice, all of which help to increase effectiveness and provide for more safety in the event of an emergency.

Maintaining a relevant and up-to-date EOP is an ongoing and cyclical process. The EOP should be reviewed and revised regularly to account for lessons learned in real emergencies; new information and insights obtained from community partners; recent changes in policies or laws; and building reconfigurations or technology advances, as new threats and hazards emerge and as ongoing assessments generate new information. The planning team will need to collect out-of-date EOPs and distribute updated versions to all school and community partner stakeholders, and update related publications and social media venues.

### **The Outcome: A High-Quality School EOP**

A well-executed, collaborative planning process produces important outcomes, including strong relationships and a clear understanding of each other's roles and responsibilities; plan ownership, buy-in, and sustainability; and a customized, high-quality school EOP that serves the safety, security, and wellness needs of the whole school community.

### **Where to Find Additional Resources**

Additional information on emergency planning guidance for schools, a downloadable copy of the School Guide, fact sheets, EOP development tools, and other resources can be found on the REMS TA Center website at <http://rems.ed.gov>.



# School EOP Development Checklist For School Personnel





# K-12 School Planning and Response Teams: Developing and Enhancing the School Emergency Operations Plan

To ensure the safety of students, educators, administrators, and staff, schools can take steps to plan and effectively respond to potential threats and hazards by developing a high-quality emergency operations plan (EOP) in collaboration with their local government and community partners. High-quality EOPs reflect our national approach to preparedness by incorporating the five preparedness mission areas — prevention, protection, mitigation, response, and recovery. This plan can be one of a school’s most powerful tools for dealing with emergency incidents; ensuring the security and preparedness of the school community; and addressing the safety needs of all students, staff, and visitors, including those with access and functional needs. To support the creation of a comprehensive, high-quality school EOP, in 2013 the U.S. Federal government published the [\*Guide for Developing High-Quality School Emergency Operations Plans\*](#), representing the first joint product of the U.S. Departments of Education, Justice, led by the Federal Bureau of Investigation, Health and Human Services, and Homeland Security, led by the Federal Emergency Management Agency, on this topic. Also known as the *School Guide*, this resource assists school emergency planning teams, as well as members of the whole school community, in understanding their roles and responsibilities before, during, and after emergency incidents and in supporting the school EOP design and enhancement.

## Creating and Revising EOPs Using a Six-Step Planning Process

The *School Guide* outlines a six-step planning process for creating and continually enhancing a school EOP. This federally recommended process may be used by K-12 public, nonpublic, charter, rural, urban, and suburban schools to plan for a range of hazards and threats that may occur in all settings and at any time in their local communities.

## Using This Checklist

The following checklist can assist schools in developing a new EOP or refreshing their existing plan. This checklist summarizes key elements that will help school personnel (administrators, educators, and staff), with their community partners, develop a school EOP. To use the checklist, consider the extent to which your planning team has undertaken or included in the school’s EOP each of the activities listed and check the appropriate box.

# THE PLANNING PROCESS



## STEP 1: FORM A COLLABORATIVE PLANNING TEAM

To begin the process of developing and maintaining an EOP, a school planning team should be assembled. These multidisciplinary planning teams should work closely with local emergency response teams to develop school EOPs and related annexes.

### Identify Core Planning Team

- School district or local education agency (if applicable)
  - Superintendent
  - District law enforcement, safety, security, and emergency management staff
  - School board representatives
  - District-level policymakers
  - Representatives from other schools within the school district
- School community
  - School administrators
  - Administrators
  - School psychologists
  - School social workers
  - School counselors
  - School nurses
  - Facility managers, maintenance personnel, and custodial staff
  - Transportation managers
  - Food management and cafeteria staff
  - Family services representatives
  - Families
  - School Resource Officers and school-based safety and security officers
  - Students
  - Information Technology specialists
  - Community engagement specialists
- Individuals and organizations representing the diverse interests of the whole school community
  - People with disabilities or access/functional needs
  - People who are racial or ethnic minorities
  - People who belong to religious organizations
  - People with limited English proficiency
- Local community partners with a responsibility in school emergency management and with information on the community
  - Emergency Management
  - Law Enforcement
  - Fire
  - Emergency Medical Services
  - Public Health
  - Mental/Behavioral Health
  - Youth-serving organizations
  - Nonpublic and public schools

- State department of education or state education agency
- State community partners
- Additional partners with a role in school emergency management

**Form a Common Framework**

- Take time to learn each other’s vocabulary, command structure, and culture to facilitate effective planning

**Define and Assign Roles and Responsibilities**

- Ensure that each member of the planning team knows his or her roles and responsibilities in developing and refining the school EOP

**Determine a Regular Schedule of Meetings**

- Set campus-wide expectations for holding regular but flexible planning meetings within each campus building and establish a regular schedule to facilitate collaboration, coordination, and communication



## STEP 2: UNDERSTAND THE SITUATION

Insight from the school emergency planning and response team will be critical as EOPs are developed and continually enhanced. The team members can help ensure that EOPs address the threats and hazards the school, and its individual school buildings, may face because of their historical knowledge as well as their understanding of the culture and climate within the whole school community.

**Develop a Comprehensive List of Possible Threats and Hazards**

- Data from school and school district assessments
  - Site assessment
  - Culture and climate assessment
  - Behavioral threat assessment
  - Capacity assessment
- Information from local, state, and Federal partners
- Information from the school community

**Evaluate Risks and Vulnerabilities**

- Consolidate the information obtained into a format that is usable for comparing the risks and vulnerabilities posed by the identified threats and hazards

**Prioritize Threats and Hazards**

- Use the evaluation data to compare and prioritize threats and hazards that will be addressed directly in the EOP



## STEP 3: DETERMINE GOALS AND OBJECTIVES

EOPs are designed to provide defined specific actions that planning and response team members can take in the event of an emergency. Goals and objectives that are based on threats, hazards, and common emergency management functions can help ensure that everyone has a clear understanding of why specific protocols and policies are included within the EOP.

- Select Threats and Hazards to Address in the EOP**
- Develop Goals and Objectives for Threats and Hazards**
  - Develop goals (before, during, after phases)
  - Develop corresponding objectives
  - Identify cross-cutting functions
- Develop Goals and Objectives for Functions**
  - Develop goals (before, during, after phases)
  - Develop corresponding objectives



## STEP 4: IDENTIFY COURSES OF ACTION

Goals and objectives define the “what and why,” but courses of action combine the “who” and “how” in emergency management planning. Who will be responsible for carrying out certain actions, and how will they accomplish those actions?

- Use Scenario-Based Planning**
  - Depict the scenario
  - Determine the amount of time available to respond
  - Identify decision points
  - Develop courses of action
- Develop Courses of Action for Threats and Hazards**
- Develop Courses of Action for Functions**



## STEP 5: PREPARE, REVIEW, AND APPROVE PLANS

Goals, objectives, and courses of action will serve as the foundation for an EOP, which can be formatted using the outline recommended in the *School Guide* or in a format that best suits the needs of the school. Once the EOP is formatted and revised, the school planning team should review the plan for quality, approve it, and determine with whom the entire EOP or portions of it should be shared.

- Prepare the Draft EOP**
  - Edit and format the Threat- and Hazard-Specific Annexes
  - Edit and format the Functional Annexes
  - Write the Basic Plan

## **Review, Approve, and Share the Plan**

- Develop a framework outlining the process for officially approving the school EOP
- Approve the EOP
- Share the plan with community partners and additional stakeholders who have a responsibility for or a role in the EOP
- Protect the EOP from those unauthorized to have them
- Establish a system for sharing secure documents electronically
- Maintain a record of people and organizations that receive a copy of the plan

## **STEP 6: IMPLEMENT AND MAINTAIN THE PLAN**

Once created, an EOP should be continually updated and enhanced based on lessons learned from school emergencies, exercises conducted, and insight from the whole school community. School planning and response teams should meet on a recurring basis to exercise the plan, as well as review and revise it to ensure compliance with local, state, or Federal legislation and that roles and responsibilities remain clearly outlined.

### **Train Stakeholders**

- Hold a meeting
- Visit evacuation sites
- Give involved parties appropriate and relevant literature on the plan, policies, and procedures
- Post key information throughout the building
- Familiarize students and staff with the plan and community partners
- Train staff in the necessary skills to fulfill their roles

### **Exercise the Plan**

- Tabletop exercises
- Drills
- Functional exercises
- Full-scale exercises

### **Review, Revise, and Maintain the Plan**

- Set a schedule for exercising the plan
- Set a schedule for updating the plan
- Set a schedule for reviewing and updating who has access to the plan

Once the EOP is complete, school planning teams can use the REMS TA Center's EOP EVALUATE Web application to evaluate and update their EOP based on the guidelines set forth in the *School Guide*. Upon completion of EOP EVALUATE, responses will result in a customized downloadable report containing a variety of additional resources and information.



## Evaluate Your Plan Using REMS TA Center's EOP EVALUATE Tool

The REMS TA Center's Web application helps planning teams evaluate their EOP against the guidelines set forth in the *School Guide*. Users are prompted through the federally recommended six-step planning process to determine whether there are areas where an existing EOP can be improved. Upon completing EOP EVALUATE, responses will result in a customized downloadable report containing a variety of additional information and resources on enhancing areas of your School's EOP. Access additional information on the REMS TA Center Website: <https://rems.ed.gov/EOPEvalTool/K12IHEvalTool.aspx>.

# PLAN CONTENT

As Step 5 of the *School Guide* suggests, each plan contains three main sections — the Basic Plan, Functional Annexes, and Threat- and Hazard-Specific Annexes. Each section of the plan supports other sections and, together, they create a comprehensive, high-quality school EOP. The following portion of the checklist outlines the contents of each EOP section in detail and can assist schools in developing a new EOP or in evaluating their existing EOP against Federal guidance.

## The Basic Plan

- Introductory Material**
  - Cover Page
  - Promulgation Document and Signatures
  - Approval and Implementation
  - Record of Changes
  - Record of Distribution
  - Table of Contents
- Purpose, Scope, Situation Overview, and Assumptions**
  - Purpose
  - Scope
  - Situation Overview
  - Planning Assumptions
- Concept of Operations**
- Organization and Assignment of Responsibilities**
- Direction, Control, and Coordination**
- Information Collection, Analysis, and Dissemination**
- Training and Exercises**
- Administration, Finance, and Logistics**



- Plan Development and Maintenance
- Authorities and References

## Functional Annexes

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- Evacuation Annex
- Lockdown Annex
- Shelter-in-Place Annex
- Accounting for All Persons Annex
- Communications and Warning Annex
- Family Reunification Annex
- Continuity of Operations (COOP) Annex
  - Continuity of Teaching and Learning
  - Continuity of Feeding and Food Distribution
  - Continuity of Business Services
  - Continuity of Essential Services
- Recovery Annex
  - Academic Recovery
  - Physical and Structural Recovery
  - Business Services Recovery
  - Health, Social, Emotional, and Behavioral Recovery
- Public Health, Medical, and Mental Health Annex
  - Public Health
  - Medical
  - Mental Health
- Security Annex

## Threat- and Hazard-Specific Annexes

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- Natural Hazards** (animals, earthquakes, extreme temperatures, floods, hurricanes/typhoons, landslides or mudslides, lightning, severe wind, tornadoes, tsunamis, volcanic eruptions, wildfires, winter precipitation, etc.)
- Technological Hazards** (accidental release of hazardous materials from within the school, dam failure, explosions or accidental release of toxins from industrial plants, hazardous materials from major highways and railroads, lead exposure or poisoning, power failure, radiological releases from nuclear power stations, water failure, etc.)
- Biological Hazards** (contaminated food outbreaks, infectious diseases, toxic materials present in school laboratories, etc.)
- Adversarial, Incidental, and Human-Caused Threats** (active shooters, adult sexual misconduct, bomb threats, bullying and cyberbullying, criminal threats or actions, cybersecurity and cyber safety, domestic violence or abuse, fire, gang violence, human trafficking and commercial sexual exploitation, kidnapping, opioid overdoses and drug-related emergencies, protests and walkout demonstrations, sextortion, sexual violence or assault, suicide, violent extremism, etc.)

# EOP REVIEW

As Step 6 of the *School Guide* outlines, it is important for school planning team members to carefully review the EOP before sharing it with members of the school community to ensure that it clearly outlines goals, objectives, and courses of action and to ensure that the school remains in compliance with local, state, and Federal laws. Efforts to practice the plan may reveal areas of improvement that can help ensure plan effectiveness and efficiency. Find tips below to support your EOP review efforts.

## Plan Writing Practices

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- Summarizes important information with checklists/visual aids
- Uses clear writing, plain language, short sentences, and active voice; avoids jargon, qualifiers, and vague wording
- Uses a logical and consistent structure
- Provides enough detail to convey the plan/specific actions clearly
- Effectively communicates the plan to diverse audiences with appropriate auxiliary aids and services

## Plan Effectiveness and Efficiency

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- Incorporates all courses of action to be accomplished for the selected threats and hazards and identified functions
- Integrates the needs of the whole school community
- Provides a complete picture of what should happen, when, and at whose direction
- Estimates time for achieving objectives, keeping safety first
- Identifies success criteria and a desired end state
- Conforms to the planning principles outlined in the *School Guide*

## Plan Compliance

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- Complies with applicable Federal, state, and local requirements
  - Americans with Disabilities Act*
  - Title IV of the Civil Rights Act of 1964*
  - Family Educational Rights and Privacy Act*
  - Health Insurance Portability and Accountability Act of 1996*

## FOR MORE INFORMATION

 (855) 781-REMS (7367)  [info@remstacenter.org](mailto:info@remstacenter.org)  [@remstacenter](https://twitter.com/remstacenter)  <https://rems.ed.gov>





# School EOP Development Checklist For School District Personnel





# School District Planning and Response Teams: Developing and Enhancing the School Emergency Operations Plan

School districts play a critical role in supporting schools with the creation of comprehensive emergency operations plans (EOPs) that address all hazards, all settings and all times and that focus on the five preparedness mission areas — prevention, protection, mitigation, response and recovery. This plan can be one of a school’s most powerful tools for dealing with emergency incidents; ensuring the security and preparedness of the campus community; and addressing the safety needs of all students, staff, and visitors, including those with access and functional needs. To better clarify how districts can support schools in the design and implementation of EOPs, the U.S. Federal government published in 2019 [The Role of Districts in Developing High-Quality School Emergency Operations Plans](#), representing a joint effort between the U.S. Departments of Education, Justice, Health and Human Services and Homeland Security. Also known as the *District Guide*, it complements the earlier-released [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#) and assists district-level administrators and staff in understanding their roles and responsibilities before, during, and after emergency incidents and in supporting schools create and continually enhance their EOPs.

## Creating and Revising EOPs Using a Six-Step Planning Process

The *District Guide* outlines the six-step planning process also found in the *School Guide* for creating and continually enhancing school EOPs. This federally recommended process may be used by districts as they support schools in planning for a range of hazards and threats that may occur in all settings and at any time in local school communities, as well as districtwide.

## Using This Checklist

The following checklist can assist school districts as they support schools in developing a new EOP or refreshing an existing plan. This checklist summarizes key elements that will help district-level core planning teams, with their school-specific teams and community partners, develop or enhance a school EOP. To use the checklist, consider the extent to which your district core planning team has undertaken or included in the school’s EOP each of the activities listed and check the appropriate box.

# THE PLANNING PROCESS



## STEP 1: HELP SCHOOLS FORM COLLABORATIVE PLANNING TEAMS

To begin the process of assisting schools with developing and maintaining an EOP, a district core planning should be assembled. These multidisciplinary planning teams develop districtwide policies and procedures and should work closely with school core planning teams as well as local emergency response teams to develop school EOPs and related annexes.

### Form a School Core Planning Team

- Establish a district-level core planning team to support the work of individual school core planning teams
  - Administrators
  - Instructional and support staff
  - Food services personnel
  - Maintenance, building, and grounds staff
  - Community partners
  - Community organizations
  - Parents and guardians
- Develop policies and procedures to guide schools in forming their teams

### Develop a Common Framework

- Work with the school core planning teams to help ensure that members learn each other's vocabulary, command structure, and culture

### Define and Assign Roles and Responsibilities

- Develop policies and procedures to ensure that each person involved in developing and refining the school EOP knows his or her roles and responsibilities

### Determine a Regular Schedule of Meetings

- Set districtwide expectations for holding regular but flexible planning meetings within each school
- Develop policies and procedures that will assist school core planning teams in scheduling and conducting their meetings

## STEP 2: HELP SCHOOLS UNDERSTAND THE SITUATION

Insight from the district core planning team will be critical as school EOPs are developed and continually enhanced. Team members are uniquely positioned to help schools ensure their EOPs address the threats and hazards the district, and its individual schools, may face because of their historical knowledge as well as their understanding of the culture and climate within the whole school community.

### Identify Threats and Hazards

- Develop a districtwide master list and share with schools
- Develop policies to guide schools in identifying site-specific threats and hazards
- Confirm which assessments are required/optional
- Determine which assessments will be used
- Collaborate with schools to conduct assessments that can identify site-specific threats and hazards

### Evaluate Risks Poses by Threats and Hazards

- Guide schools in evaluating risks posed by threats and hazards

### Prioritize Threats and Hazards

- Help schools categorize each threat and hazard as posing a high, medium, or low risk — as determined by the evaluation of risks and hazards

## STEP 3: HELP SCHOOLS DETERMINE GOALS AND OBJECTIVES

EOPs are designed to provide defined specific actions that planning and response team members can take in the event of an emergency. Goals and objectives that are based on threats, hazards, and common emergency management functions can help ensure that everyone has a clear understanding of why specific protocols and policies are included within the EOP.

### Select Threats and Hazards to Address in School EOPs

- Guide schools in deciding which threats and hazards identified, evaluated, and prioritized in Step 2 to include in their EOPs

### Develop Goals and Objectives

- Create a list of goals and objectives for each threat and hazard on the district's master list

### Identify Cross-Cutting Functions

- Develop policies and procedures to identify cross-cutting functions

### Develop Goals and Objectives for Cross-Cutting Functions

- Develop at least three goals to indicate the desired outcome before, during, and after each function has been executed

## STEP 4: HELP SCHOOLS DEVELOP PLANS (IDENTIFYING COURSES OF ACTION)

Goals and objectives define the “what and why,” but courses of action combine the “who” and “how” in emergency management planning. Who will be responsible for carrying out certain actions, and how will they accomplish those actions? Districts can play an important role in helping schools understand and identify courses of action.

### Develop Courses of Action

- Support schools in their development of customized, site-specific courses of action that address goals and objectives selected from the district’s master list of threats and hazards

### Select Preferred Courses of Action

- Develop policies to guide schools in selecting courses of action
- Work with schools to match resources to requirements
- Assist school core planning teams with the acquisition, storage, and distribution of the resources, materials, and equipment needed to complete the courses of action selected by the school
- Assist schools in establishing official partnerships and partnership agreements, such as memoranda of understanding or memoranda of agreement

### Finalize and Format Functional and Threat- and Hazard-Specific Annexes

- Provide a recommended format that school core planning teams can use to create the Functional Annexes section of their EOP
- Provide a recommended format that school core planning teams can use to create the Threat- and Hazard-Specific Annexes section of their EOP

## STEP 5: HELP SCHOOLS PREPARE, REVIEW, AND APPROVE PLANS

In step five, districts should support schools with developing programs and processes for exercising and reviewing their EOPs, as well as support with formatting and sharing the plan. Goals, objectives, and courses of action will serve as the foundation for an EOP, which can be formatted using the outline recommended in the *District Guide* and *School Guide*. Once the EOP is formatted and revised, the district core planning team should work with school core planning teams to review the plan for quality, approve it, and determine with whom the entire EOP or portions of it should be shared.

### Develop the Basic Plan

#### **Work With Schools to Create an Exercise Program**

- Recommend to schools that they involve community partners (including law enforcement, emergency medical services practitioners, and fire department personnel) and local emergency management staff
- Encourage schools to communicate information in advance of drill/exercise dates to avoid confusion and concern
- Suggest conducting exercises under different and nonideal conditions
- Work with school community partners to ensure consistency with common emergency management terminology
- Recommend that schools debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned

### **Work With Schools to Establish a Process for Plan Review and Revision**

- Discuss with schools how their EOPs and related procedures will be modified, if needed, and specify who is responsible for reviews and revisions
- Work with schools to establish a process for reviewing and revising plans using state and local requirements as a guide
- Work with schools to review and revise a portion of their EOP each month, or at a natural break in the calendar, as opposed to reviewing the entire plan at once
- Consider providing guidance or requirements to schools on the way in which and how often school EOPs should be developed and updated

### **Format the Plan**

- Work with schools and community partners to determine a common school EOP format for use districtwide

### **Revise the Formatted Draft**

- Work with schools to insert the plan content developed thus far into each appropriate section, and revise the formatted plan according to writing conventions, adding necessary tables, charts, and other supporting graphics
- Provide comments on the draft, and help facilitate connections between school core planning teams and stakeholders, including those with a responsibility for implementing the plan

### **Review the Plan for Quality**

- Develop a framework for reviewing and approving the plan

### **Approve and Share the Plan**

- Develop a framework outlining the process for officially approving school EOPs
- Approve the EOP
- Work with schools to share the plan with community partners and additional stakeholders who have a responsibility for or a role in the EOP
- Work with schools to protect their plans from those unauthorized to have them
- Establish a system for sharing secure documents electronically
- Work with schools to maintain a record of people and organizations that receive a copy of the plan

## **STEP 6: HELP SCHOOLS IMPLEMENT AND MAINTAIN THE PLAN**

Once created, an EOP should be continually updated and enhanced based on lessons learned from emergencies, exercises conducted, and insight from district and school communities. District core planning teams should work with school core planning teams to exercise, review and revise the plan to ensure compliance with local, state or Federal legislation and that roles and responsibilities remain clearly outlined.

### **Train and Inform Stakeholders**

- Train and inform stakeholders on the plan and their roles and responsibilities in it

### **Exercise the Plan**

- Establish policies and procedures for conducting exercises of the plan
- Help schools coordinate drills and exercises



- Encourage schools to conduct exercises under different and nonideal conditions
- Work with schools to develop an exercise schedule
- Work with schools to evaluate and improve exercises

**Review, Revise, and Maintain the Plan**

- Ensure that school core planning teams review, revise, and maintain their EOPs according to, at a minimum, the district’s approved cycle

Once the EOP is complete, school districts and/or schools can use the REMS TA Center’s EOP EVALUATE Web application to evaluate and update school EOPs based on the guidelines set forth in the *School Guide*. Upon completion of EOP EVALUATE, responses will result in a customized downloadable report containing a variety of additional resources and information. District core planning teams may use this tool to review all school EOPs in their school district or may work collaboratively with each school core planning team to review the school EOP using this tool and then make subsequent updates.



**Evaluate Your School Plan Using REMS TA Center’s EOP EVALUATE Tool**

The REMS TA Center’s Web application helps planning teams evaluate their existing EOP against the guidelines set forth in the *School Guide*. Users are prompted through the federally recommended six-step planning process to determine whether there are areas where an existing EOP can be improved. Upon completing EOP EVALUATE, responses will result in a customized downloadable report containing a variety of additional information and resources on enhancing areas of your school’s EOP. Access additional information on the REMS TA Center Website: <https://rems.ed.gov/EOPinteractivetools.aspx>.

# PLAN CONTENT

As Step 5 of the *District Guide* and *School Guide* suggests, each plan contains three main sections — the Basic Plan, Functional Annexes, and Threat- and Hazard-Specific Annexes. Each section of the plan supports the other sections, and, together, they create a comprehensive, high-quality EOP. The following portion of the checklist outlines the contents of each EOP section in detail and can guide districts in helping schools develop a new EOP or evaluate their existing EOP against Federal guidance.

## The Basic Plan

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- Introductory Material**
  - Cover Page
  - Promulgation Document and Signatures
  - Approval and Implementation
  - Record of Changes
  - Record of Distribution
  - Table of Contents
  
- Purpose, Scope, Situation Overview, and Assumptions**
  - Purpose
  - Scope
  - Situation Overview
  - Planning Assumptions
  
- Concept of Operations**
  
- Organization and Assignment of Responsibilities**
  
- Direction, Control, and Coordination**
  
- Information Collection, Analysis, and Dissemination**
  
- Training and Exercises**
  
- Administration, Finance, and Logistics**
  
- Plan Development and Maintenance**
  
- Authorities and References**

## Functional Annexes

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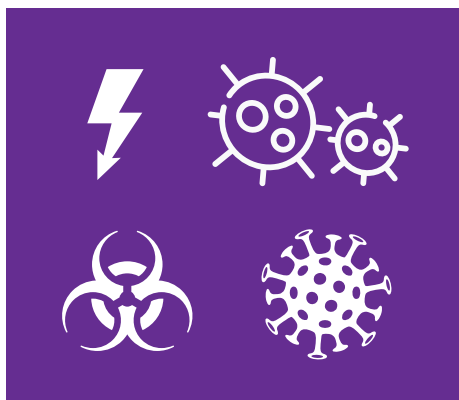
- Evacuation Annex**
- Lockdown Annex**
- Shelter-in-Place Annex**
- Accounting for All Persons Annex**
- Communications and Warning Annex**
- Family Reunification Annex**
- Continuity of Operations (COOP) Annex**
  - Continuity of Teaching and Learning
  - Continuity of Feeding and Food Distribution
  - Continuity of Business Services
  - Continuity of Essential Services
- Recovery Annex**
  - Academic Recovery
  - Physical and Structural Recovery
  - Business Services Recovery
  - Health, Social, Emotional, and Behavioral Recovery
- Public Health, Medical, and Mental Health Annex**
  - Public Health
  - Medical
  - Mental Health
- Security Annex**



## Threat- and Hazard-Specific Annexes

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- ❑ **Natural Hazards** (animals, earthquakes, extreme temperatures, floods, hurricanes/typhoons, landslides or mudslides, lightning, severe wind, tornadoes, tsunamis, volcanic eruptions, wildfires, winter precipitation, etc.)
- ❑ **Technological Hazards** (accidental release of hazardous materials from within the school, dam failure, explosions or accidental release of toxins from industrial plants, hazardous materials from major highways and railroads, lead exposure or poisoning, power failure, radiological releases from nuclear power stations, water failure, etc.)
- ❑ **Biological Hazards** (contaminated food outbreaks, infectious diseases, toxic materials present in school laboratories, etc.)
- ❑ **Adversarial, Incidental, and Human-Caused Threats** (active shooters, adult sexual misconduct, bomb threats, bullying and cyberbullying, criminal threats or actions, cybersecurity and cyber safety, domestic violence or abuse, fire, gang violence, human trafficking and commercial sexual exploitation, kidnapping, opioid overdoses and drug-related emergencies, protests and walkout demonstrations, sextortion, sexual violence or assault, suicide, violent extremism, etc.)



# EOP REVIEW

As Step 6 of the *District Guide* and *School Guide* outlines, it is important for the district core planning team to work with school core planning teams to carefully review the EOP before sharing it with members of the school community to ensure that it clearly outlines goals, objectives, and courses of action and to ensure that schools remain in compliance with local, state, and Federal laws. Efforts to practice the plan may reveal areas of improvement that can help ensure plan effectiveness and efficiency. Find tips below to support your EOP review efforts.

## Plan Writing Practices

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- Summarizes important information with checklists/visual aids
- Uses clear writing, plain language, short sentences, and active voice; avoids jargon, qualifiers, and vague wording
- Uses a logical and consistent structure
- Provides enough detail to convey the plan/specific actions clearly
- Effectively communicates the plan to diverse audiences with appropriate auxiliary aids and services

## Plan Effectiveness and Efficiency

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- Incorporates all courses of action to be accomplished for the selected threats and hazards and identified functions
- Integrates the needs of the whole school community
- Provides a complete picture of what should happen, when, and at whose direction
- Estimates time for achieving objectives, keeping safety first
- Identifies success criteria and a desired end state
- Conforms to the planning principles outlined in the *District Guide* and *School Guide*

## Plan Compliance

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- Complies with applicable Federal, state, and local requirements
  - Americans with Disabilities Act*
  - Title IV of the Civil Rights Act of 1964*
  - Family Educational Rights and Privacy Act*
  - Health Insurance and Portability and Accountability Act of 1996*




 (855) 781-REMS (7367)

### FOR MORE INFORMATION

 [info@remstacenter.org](mailto:info@remstacenter.org)

 [@remstacenter](https://twitter.com/remstacenter)

 <https://rems.ed.gov>



# Key Resources, Trainings, and Tools From the REMS TA Center



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# EMERGENCY MANAGEMENT FUNCTIONS

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[Functional Annexes At a Glance Web Page](#)

## Recovery

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[Recovery Annex At a Glance Web Page](#)

## Resources

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[National Disaster Recovery Framework \(NDRF\) Recovery Planning Through the Lens of Preparedness Fact Sheet](#)

[Recovery for Schools and School Districts Fact Sheet](#)

[Managing Donations and Volunteers as a Part of Education Agency Emergency Management Fact Sheet](#)

[10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies TA Snapshot](#)

[Resilience Quick Links for School Personnel, Families, and Students: Ensuring the Well-Being of the Whole School Community During School at Home TA Snapshot](#)

[Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsible Digital Citizens and Engage Online Safely TA Snapshot](#)

[Managing Bereavement and Loss as a Part of School and Higher ed Emergency Preparedness Planning Announcement](#)

[Managing Anniversaries and Memorials as a Part of School and Campus Safety Efforts Announcement](#)

[Cybersecurity Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Cyber Safety Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Planning for Your Education Agency's Recovery From an Emergency Incident Resources Web Page](#)

## Trainings

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### Asynchronous

[Planning to Recover From Emergencies at Districts and Schools Webinar](#)

[Building State-Level Relationships to Support Education Agencies With Disaster Response and Recovery Planning Webinar](#)

[Supports for Students and Families Experiencing Homelessness During the COVID-19 Pandemic Webinar](#)

[Managing Memorials and Anniversaries as a Part of Overall School and Higher ed Safety Planning Webinar](#)

[Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events Webinar](#)

[Supporting Displaced Students and Families During and After Emergency Events Webinar](#)

[Managing Donations and Volunteers Before, During, and After School and Campus Emergency Events Webinar](#)

[Food Safety and Emergencies: Preparedness Activities for Schools Webinar](#)

[Understanding Educator Resilience & Developing a Self-Care Plan Webinar](#)

[Psychological First Aid for Schools and Institutes for Higher Education Webinar](#)

[School EOPs In-Depth: Developing a Bereavement and Loss Annex Online Course](#)

[Specialized Training Package: Developing a Recovery Annex, Responding to Bereavement and Loss, and Understanding Educator Resilience & Developing a Self-Care Plan](#)

## Synchronous

[Resilience Strategies for Educators: Techniques for Self-Care and Peer Support \(RSE\) Virtual Training by Request](#)

[Resilience Strategies for Educators \(RSE\): Techniques for Self-Care and Peer Support Live Training by Request](#)

[Specialized Training Package: Developing a Recovery Annex, Responding to Bereavement and Loss, and Understanding Educator Resilience & Developing a Self-Care Plan](#)

## Tools

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[SITE ASSESS Mobile Application](#)

[Community of Practice](#)

[Tool Box](#)

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# CONTINUITY OF OPERATIONS

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[Continuity of Operations \(COOP\) Annex At a Glance Web Page](#)

## Resources

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[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Teaching and Learning During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Feeding and Food Distribution During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Developing a Continuity of Operations \(COOP\) Annex for K-12 Schools and School Districts Fact Sheet](#)

[Ensuring Continuity of Operations and Learning During and After Emergency Incidents Resources Web Page](#)

## Trainings

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### Asynchronous

[Supports for Students and Families Experiencing Homelessness During the COVID-19 Pandemic Webinar](#)

[Ensuring Continuity of Feeding and Food Distribution During the COVID-19 Pandemic Webinar](#)

[Continuity of Operations \(COOP\) Planning and Developing a COOP Annex Webinar](#)



[School EOPs In-Depth: Developing a COOP Annex Online Course](#)

[Specialized Training Package: Continuity of Operations Planning](#)

## Synchronous

[Specialized Training Package: Continuity of Operations Planning](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

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# FAMILY REUNIFICATION

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[Family Reunification Annex At a Glance Web Page](#)

## Resources

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[Integrating Family Reunification Planning Before, During, and After an Emergency Into the School Emergency Operations Plan \(EOP\) Fact Sheet](#)

[Sample Family Reunification Annex](#)

[Post-Disaster Reunification and K-12 Schools Fact Sheet](#)

[School Emergency Supplies List TA Snapshot](#)

[Creating, Practicing, and Implementing Plans for Family Reunification Before, During, and After an Emergency Resources Web Page](#)

## Trainings

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### Asynchronous

[Conducting a Secure, Safe, and Successful K-12 Family Reunification Process Webinar](#)

[Reunification After a Community-Wide Disaster: Planning Tools for Schools Webinar](#)

[Specialized Training Package: Family Reunification Planning](#)

### Synchronous

[Specialized Training Package: Family Reunification Planning](#)

## Tools

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[Form: Injured Students/Staff](#)

[Community of Practice](#)

[Tool Box](#)

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# PUBLIC HEALTH, MEDICAL, AND MENTAL HEALTH

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[Public Health, Medical, and Mental Health Annex At a Glance Web Page](#)

## Resources

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[Ordering Masks and Personal Protective Equipment \(PPE\) for Schools: Keeping the Whole Community Safe in School Buildings Fact Sheet](#)

[Preparing for Opioid-Related Emergencies for K-12 Schools and Institutions of Higher Education Fact Sheet](#)

[Resilience Quick Links for School Personnel, Families, and Students: Ensuring the Well-Being of the Whole School Community During School at Home TA Snapshot](#)

[Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet](#)

[School Emergency Supplies List TA Snapshot](#)

[Supporting Efforts to Create a Public Health, Medical, and Mental Health Annex as a Part of Your Emergency Operations Plan Resources Web Page](#)

## Trainings

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### Asynchronous

[Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[Opioids, Drug-Related Emergencies, and Substance Abuse Prevention Before, During, and After the COVID-19 Pandemic Webinar](#)

[Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events Webinar](#)

[Understanding Educator Resilience & Developing a Self-Care Plan Webinar](#)

[Specialized Training Package: Understanding Educator Resilience & Developing a Self-Care Plan](#)

### Synchronous

[Resilience Strategies for Educators: Techniques for Self-Care and Peer Support \(RSE\) Virtual Training by Request](#)

[Resilience Strategies for Educators \(RSE\): Techniques for Self-Care and Peer Support Live Training by Request](#)

[Specialized Training Package: Understanding Educator Resilience & Developing a Self-Care Plan](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

## Security

[Security Annex At a Glance Web Page](#)

## Resources

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[Responding to Student Demonstrations and Protests in Schools and School Districts Fact Sheet](#)

[K-12 Site Assessment Resource List](#)

[Maximizing School and Higher Ed Security as a Part of Emergency Management Planning Resources Web Page](#)

## Trainings

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### Asynchronous

[Using SITE ASSESS for Higher Ed and K-12 Schools: Overview and Updates Webinar](#)

[Conducting K-12 Site Assessments With SITE ASSESS Webinar](#)

[Designing Safe Schools: Planning and Retrofitting for Safety in Education Facilities Webinar](#)

[A Discussion on the Role of School Resource Officers in School Safety and a Review of the Averted School Violence Database Webinar](#)

[Using Federal Resources to Enhance Campus Safety and Emergency Management Planning Webinar](#)

[Specialized Training Package: Understanding the Roles of School Resource Officers \(SROs\) and Conducting K-12 Site Assessments With SITE ASSESS](#)

### Synchronous

[Conducting K-12 Site Assessments With SITE ASSESS Virtual Training by Request](#)

[Conducting K-12 Site Assessments With SITE ASSESS Live Training by Request](#)

[Specialized Training Package: Understanding the Roles of School Resource Officers \(SROs\) and Conducting K-12 Site Assessments With SITE ASSESS](#)

## Tools

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[SITE ASSESS Mobile Application](#)

[Community of Practice](#)

[Tool Box](#)

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# EVACUATION

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[Evacuation Annex At a Glance Web Page](#)

## Resources

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[An Example of a Course of Action Addressing the Function of Evacuation](#)

[School Emergency Supplies List TA Snapshot](#)

[Ensuring the Safe Evacuation of All Students, Staff, and Visitors Resources Web Page](#)

## Trainings

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### Asynchronous

[Emergency Evacuations: Planning for the Whole School Community Webinar](#)

[Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

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# ALERTS, COMMUNICATIONS, AND WARNINGS

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[Communications and Warning Annex At a Glance Web Page](#)

## Resources

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[Managing Emergency Communications, Alerts, and Warnings/Notifications Resources Web Page](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

## Shelter-in-Place

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[Shelter-in-Place Annex At a Glance Web Page](#)

## Resources

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[Sample Shelter-in-Place Annex](#)

[Shelter-in-Place: Before, During, and After an Emergency Resources Web Page](#)

## Tools

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[Tool Box](#)

## Lockdown

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[Lockdown Annex At a Glance Web Page](#)

## Resources

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[Sample Lockdown Annex](#)

[Adding Plans for Lockdown, Denying Entry and Closing Into School and Higher Ed Emergency Operations Plans Resources Web Page](#)

## Tools

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[Tool Box](#)

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# ACCOUNTING FOR ALL PERSONS

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[Accounting for All Persons Annex At a Glance Web Page](#)

## Resources

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[Maximizing Your Education Agency's Ability to Account for All Persons During and After an Incident Resources Web Page](#)

## Tools

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[Form: Injured Students/Staff](#)

[Tool Box](#)

## Planning Basics and Principles

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[Guide for Developing High-Quality School Emergency Operations Plans: At a Glance](#)

[The Role of Districts in Developing High-Quality School Emergency Operations Plans: At a Glance](#)

## EOP Development and Planning Process

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[The Planning Process At a Glance Web Page](#)

[Step 1: Form a Collaborative Planning Team At a Glance Web Page](#)

[Step 2: Understand the Situation At a Glance Web Page](#)

[Step 3: Determine Goals and Objectives At a Glance Web Page](#)

[Step 4: Plan Development \(Identifying Courses of Action\) At a Glance Web Page](#)

[Step 5: Prepare, Review, and Approve the Plan At a Glance Web Page](#)

[Step 6: Implement and Maintain the Plan At a Glance Web Page](#)

## Resources

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[Integrating Family Reunification Planning Before, During, and After an Emergency Into the School Emergency Operations Plan \(EOP\) Fact Sheet](#)

[Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet](#)

[Modifying Education Agency Exercises and Drills in Response to the Pandemic: Protecting Students, Faculty, Staff, and the Whole School Community While Practicing Plans Fact Sheet](#)

[Preparing for Floods at K-12 Schools and School Districts Fact Sheet](#)

[Preparing for Floods at State Education Agencies Fact Sheet](#)

[Wildfire Preparedness for K-12 Schools and Institutions of Higher Education Fact Sheet](#)

[Responding to Student Demonstrations and Protests in Schools and School Districts Fact Sheet](#)

[School Culture and Climate Assessments Fact Sheet](#)

[Student Perceptions of Safety and Their Impact on Creating a Safe School Environment Fact Sheet](#)

[Preparing for Opioid-Related Emergencies for K-12 Schools and Institutions of Higher Education Fact Sheet](#)

[Managing Donations and Volunteers as a Part of Education Agency Emergency Management Fact Sheet](#)

[Cyber Safety Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Cybersecurity Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Preparing for Study Abroad Emergencies for Higher Ed and K-12 Populations Fact Sheet](#)

[Prevention for Schools and School Districts Fact Sheet](#)

[Protection for Schools and School Districts Fact Sheet](#)

[Mitigation for Schools and School Districts Fact Sheet](#)

[Response for Schools and School Districts Fact Sheet](#)

[Recovery for Schools and School Districts Fact Sheet](#)

[Developing a Continuity of Operations \(COOP\) Annex for K-12 Schools and School Districts Fact Sheet](#)

[Incorporating Sextortion Into School Emergency Operations Planning Fact Sheet](#)

[Addressing Access and Functional Needs \(AFN\) in School and IHE Emergency Operations Plans \(EOPs\) Fact Sheet](#)

[Post-Disaster Reunification and K-12 Schools Fact Sheet](#)

[Sample Shelter-in-Place Annex](#)

[Sample Lockdown Annex](#)

[Sample Family Reunification Annex](#)

[Sample Earthquake Annex](#)

[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Feeding and Food Distribution During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Teaching and Learning During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Examples of Individuals and Organizations to Include on a School Collaborative Planning Team](#)

[Examples of Threats & Hazards](#)

[Examples of Goals and Objectives Addressing the Threat or Hazard of Fire](#)

[An Example of a Course of Action Addressing the Function of Evacuation](#)

[Select Federal Government Preparedness Trainings for the K-12 and Higher Ed Communities Resource List](#)

[Resources on Preparing for Floods at Education Agencies Resource List](#)

[Using a Six-Step Planning Process and Scenario-Based Planning to Support Emergency Operations Plan Development Resources Web Page](#)

[Conducting Assessments to Help Your Education Agency Understand the Situation and Enhance Emergency Planning Resources Web Page](#)

[Great ShakeOut Earthquake Drills Web Page](#)

[America's PrepareAthon! Web Page](#)

## **Trainings**

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### **Asynchronous**

[Exploring the REMS TA Center At a Glance: Safety, Security, Emergency Management, and Preparedness Services and Supports for Education Agencies Webinar](#)

[Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[School EOP Planning 101: Creating High-Quality School Emergency Operations Plans That Address All Threats, Hazards, Settings, and Times Webinar](#)

[School EOP Planning 101: Modifying Exercises and Drills in Response to the Pandemic Webinar](#)

[Using the District Guide to Support Schools in the Development of High-Quality School Emergency Operations Plans Webinar](#)

[Managing Memorials and Anniversaries as a Part of Overall School and Higher Ed Safety Planning Webinar](#)

[Impacts of Lead Exposure on Learning and Integration Into School Emergency Management Planning Webinar](#)

[Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events Webinar](#)  
[Using the Emergency Management Virtual Toolkit to Enhance K-12 Emergency Management Planning Webinar](#)  
[EOP ASSIST 3.0: Next Generation of Updates and Enhancements Webinar](#)  
[Continuity of Operations \(COOP\) Planning and Developing a COOP Annex Webinar](#)  
[Using the School Emergency Operations Plan \(EOP\) Framework to Support Bullying Prevention Efforts Webinar](#)  
[Incorporating Sextortion Prevention, Response, and Recovery Into School Emergency Operations Plans \(EOPs\) Webinar](#)  
[Integrating Earthquakes Into School Emergency Operations Plans \(EOPs\) Webinar](#)  
[Addressing Access and Functional Needs \(AFN\) in School and Higher Education Emergency Operations Plans \(EOPs\) Webinar](#)  
[EOP ASSIST: Features, Functions, and Recent Enhancements Webinar](#)  
[Integrating Human Trafficking With Emergency Operations Plans \(EOPs\) for K-12 Schools Webinar](#)  
[Integrating Cybersecurity With Emergency Operations Plans \(EOPs\) for K-12 Schools Webinar](#)  
[Developing Emergency Operations Plans \(EOPs\) K-12 101 Online Course](#)  
[Specialized Training Package](#)

## **Synchronous**

[Developing Emergency Operations Plans \(EOPs\) K-12 101 Virtual Training by Request](#)  
[Developing Emergency Operations Plans \(EOPs\) K-12 101 Live Training by Request](#)  
[Specialized Training Package](#)

## **Tools**

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[EOP ASSESS Web Application](#)  
[EOP EVALUATE Web Application](#)  
[EOP ASSIST Interactive Workbook](#)  
[EOP ASSIST Software Application](#)  
[Specialized Training Package: Emergency Exercises Package](#)  
[Emergency Management Virtual Toolkit for Education Agencies Serving K-12 Schools](#)  
[Sample Risk Assessment Matrix](#)  
[EOP Review Checklist](#)  
[EOP Interactive Tools](#)  
[Community of Practice](#)  
[Tool Box](#)



## Collaboration

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[Step 1: Form a Collaborative Planning Team At a Glance Web Page](#)

[Planning Principles At a Glance Web Page](#)

## Resources

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[Managing Donations and Volunteers as a Part of Education Agency Emergency Management Fact Sheet](#)

[Examples of Individuals and Organizations to Include on a School Collaborative Planning Team](#)

[Enhancing Collaboration With Key Community Partners to Support Emergency Planning](#)

## Trainings

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### Asynchronous

[Building State-Level Relationships to Support Education Agencies With Disaster Response and Recovery Planning Webinar](#)

[Understanding the Role of School Psychologists in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[A Discussion on the Role of School Resource Officers in School Safety and a Review of the Averted School Violence Database Webinar](#)

[Managing Donations and Volunteers Before, During, and After School and Campus Emergency Events Webinar](#)

[Forming a School Behavioral Threat Assessment Team Webinar](#)

[Information Sharing for Schools and Postsecondary Institutions—The Family Educational Rights and Privacy Act \(FERPA\) and the Health Insurance Portability and Accountability Act \(HIPAA\) Webinar](#)

[Specialized Training Package: Developing and Enhancing Memoranda of Understanding \(MOUs\) With Your Community Partners and Understanding the Roles of School Resource Officers \(SROs\)](#)

### Synchronous

[Specialized Training Package: Developing and Enhancing Memoranda of Understanding \(MOUs\) With Your Community Partners and Understanding the Roles of School Resource Officers \(SROs\)](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

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# ASSESSMENTS

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[Step 2: Understand the Situation At a Glance Web Page](#)

[School Climate and Emergencies At a Glance Web Page](#)

[Planning Principles At a Glance Web Page](#)

## Resources

[School Culture and Climate Assessments Fact Sheet](#)

[Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet](#)

[Using Special Education Services Models to Enhance Threat Assessment Announcement](#)

[Using the Summer Months to Conduct Site Assessments Announcement](#)

[K-12 Site Assessment Resource List](#)

[Conducting Assessments to Help Your Education Agency Understand the Situation and Enhance Emergency Planning Resources Web Page](#)

## Trainings

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### Asynchronous

[Using SITE ASSESS for Higher Ed and K-12 Schools: Overview and Updates Webinar](#)

[Conducting K-12 Site Assessments With SITE ASSESS Webinar](#)

[Forming a School Behavioral Threat Assessment Team Webinar](#)

[Use of Social Media in School Behavioral Threat Assessments Webinar](#)

[How Positive School Climate Can Enhance School Safety Webinar](#)

[Specialized Training Package: Conducting K-12 Site Assessments With SITE ASSESS](#)

### Synchronous

[School Behavioral Threat Assessments: An Introduction Virtual Training by Request](#)

[Conducting K-12 Site Assessments With SITE ASSESS Virtual Training by Request](#)

[School Behavioral Threat Assessments: An Introduction Live Training by Request](#)

[Conducting K-12 Site Assessments With SITE ASSESS Live Training by Request](#)

[Specialized Training Package: Conducting K-12 Site Assessments With SITE ASSESS](#)

## Tools

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[SITE ASSESS Mobile Application](#)

[Community of Practice](#)

[Tool Box](#)

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# ACCESS AND FUNCTIONAL NEEDS

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[Planning Principles At a Glance Web Page](#)

## Resources

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[Addressing Access and Functional Needs \(AFN\) in School and IHE Emergency Operations Plans \(EOPs\) Fact Sheet](#)

[Ensuring Access and Functional Needs Are Met Before, During, and After Emergency Incidents Resources Web Page](#)

## Trainings

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### Asynchronous

[Addressing Access and Functional Needs \(AFN\) in School and Higher Education Emergency Operations Plans \(EOPs\) Webinar](#)

[Emergency Evacuations: Planning for the Whole School Community Webinar](#)

[Supports for Students and Families Experiencing Homelessness During the COVID-19 Pandemic Webinar](#)

[Supporting Displaced Students and Families During and After Emergency Events Webinar](#)

[Specialized Training Package: Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs](#)

### Synchronous

[Specialized Training Package: Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

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# WHOLE COMMUNITY PLANNING

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[Planning Principles At a Glance Web Page](#)

## Resources

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[Building Youth Preparedness and School Safety Capacity by Integrating Educational Initiatives Fact Sheet](#)  
[National Disaster Recovery Framework \(NDRF\) Recovery Planning Through the Lens of Preparedness Fact Sheet](#)  
[Post-Disaster Reunification and K-12 Schools Fact Sheet](#)  
[Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsible Digital Citizens and Engage Online Safely TA Snapshot](#)  
[Frequently Asked Questions \(FAQs\): How Schools and Higher Ed Institutions Can Access FEMA's Public Assistance Program Webinar TA Snapshot](#)  
[America's PrepareAthon! Web Page](#)  
[Working With the Whole Community to Manage Emergency Incidents That May Impact Education Agencies Resources Web Page](#)

## Trainings

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### Asynchronous

[Building State-Level Relationships to Support Education Agencies With Disaster Response and Recovery Planning Webinar](#)  
[Reunification After a Community-Wide Disaster: Planning Tools for Schools Webinar](#)  
[Mitigation and Resiliency Strategies for Schools and Institutions of Higher Education Webinar](#)  
[An Overview of the Guide for Developing High-Quality Emergency Operations Plans for Houses of Worship Webinar](#)

## Tools

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[Specialized Training Package: Teen Community Emergency Response Team \(CERT\) Toolkit](#)  
[Community of Practice](#)  
[Tool Box](#)

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# ALL SETTINGS AND ALL TIMES

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[Planning Principles At a Glance Web Page](#)

## Resources

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[Preparing for Study Abroad Emergencies for Higher Ed and K-12 Populations Fact Sheet](#)

[Cyber Safety Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsible Digital Citizens and Engage Online Safely TA Snapshot](#)

[Resilience Quick Links for School Personnel, Families, and Students: Ensuring the Well-Being of the Whole School Community During School at Home TA Snapshot](#)

[School Emergency Supplies List TA Snapshot](#)

[Protecting Students From Child Exploitation in Virtual and In-Person Learning Environments Announcement](#)

[Using the Summer Months to Conduct Site Assessments Announcement](#)

[Planning for Emergency Incidents That Can Happen in All Settings and During All Times Resources Web Page](#)

## Trainings

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### Asynchronous

[Preparing for Study Abroad Emergencies for Higher Ed and K-12 Populations Webinar](#)

[School EOP Planning 101: Creating High-Quality School Emergency Operations Plans That Address All Threats, Hazards, Settings, and Times Webinar](#)

[Use of Social Media in School Behavioral Threat Assessments Webinar](#)

[School EOPs In-Depth: Planning for Large Events Online Course](#)

[Specialized Training Package: Large Event Planning](#)

### Synchronous

[Specialized Training Package: Large Event Planning](#)

## Tools

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[Community of Practice](#)

[Tool Box](#)

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# SCHOOL SAFETY LEADERSHIP

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[Planning Principles At a Glance Web Page](#)

## Resources

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[\*Implementing the National Incident Management System \(NIMS\): Practitioner-Oriented Strategies for Education Agencies Fact Sheet\*](#)

[\*Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet\*](#)

[\*Managing Donations and Volunteers as a Part of Education Agency Emergency Management Fact Sheet\*](#)

[\*Three Ways to Engage With the REMS TA Center and Your Partners in the Field Announcement\*](#)

[Creative Materials Web Page](#)

[Grant Programs Web Page](#)

[National Incident Management System \(NIMS\) At a Glance Web Page](#)

[Enhancing School and Higher Ed Safety Leadership Capabilities Resources Web Page](#)

## Trainings

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### Asynchronous

[Exploring the REMS TA Center At a Glance: Safety, Security, Emergency Management, and Preparedness Services and Supports for Education Agencies Webinar](#)

[Using the \*District Guide\* to Support Schools in the Development of High-Quality School Emergency Operations Plans Webinar](#)

[Managing Memorials and Anniversaries as a Part of Overall School and Higher Ed Safety Planning Webinar](#)

[Managing Donations and Volunteers Before, During, and After School and Campus Emergency Events Webinar](#)

[Using the Emergency Management Virtual Toolkit to Enhance K-12 Emergency Management Planning Webinar](#)

[Specialized Training Package: REMS TA Center: An Overview of Emergency Management Resources for K-12 Stakeholders](#)

### Synchronous

[Live Trainings by Request](#)

[Virtual Trainings by Request](#)

[Specialized Training Package: REMS TA Center: An Overview of Emergency Management Resources for K-12 Stakeholders](#)

## Tools

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[Emergency Management Virtual Toolkit for Education Agencies Serving K-12 Schools](#)

[EOP ASSESS Web Application](#)

[EOP Interactive Tools](#)

[Community of Practice](#)

[Tool Box](#)

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# ALL-HAZARDS APPROACH

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[Planning Principles At a Glance Web Page](#)

[Presidential Policy Directive \(PPD\) 8 At a Glance Web Page](#)

## Resources

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[\*National Disaster Recovery Framework \(NDRF\) Recovery Planning Through the Lens of Preparedness Fact Sheet\*](#)

[\*Prevention for Schools and School Districts Fact Sheet\*](#)

[\*Protection for Schools and School Districts Fact Sheet\*](#)

[\*Mitigation for Schools and School Districts Fact Sheet\*](#)

[\*Response for Schools and School Districts Fact Sheet\*](#)

[\*Recovery for Schools and School Districts Fact Sheet\*](#)

[\*Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet\*](#)

[\*Student Perceptions of Safety and Their Impact on Creating a Safe School Environment Fact Sheet\*](#)

[\*Three Ways to Engage With the REMS TA Center and Your Partners in the Field Announcement\*](#)

[Using an All-Hazards Approach When Planning for Emergency Incidents Resources Web Page](#)

[America's PrepareAthon! Web Page](#)

## Trainings

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### Asynchronous

[Exploring the REMS TA Center At a Glance: Safety, Security, Emergency Management, and Preparedness Services and Supports for Education Agencies Webinar](#)

[School EOP Planning 101: Creating High-Quality School Emergency Operations Plans That Address All Threats, Hazards, Settings, and Times Webinar](#)

[Mitigation and Resiliency Strategies for Schools and Institutions of Higher Education Webinar](#)

[Understanding Educator Resilience & Developing a Self-Care Plan Webinar](#)

[Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies Webinar](#)

[Designing Safe Schools: Planning and Retrofitting for Safety in Education Facilities Webinar](#)

[Developing Emergency Operations Plans \(EOPs\) K-12 101 Online Course](#)

[Specialized Training Package: Understanding Educator Resilience & Developing a Self-Care Plan](#)

## Synchronous

[Developing Emergency Operations Plans \(EOPs\) K-12 101 Virtual Training by Request](#)

[Resilience Strategies for Educators: Techniques for Self-Care and Peer Support \(RSE\) Virtual Training by Request](#)

[Developing Emergency Operations Plans \(EOPs\) K-12 101 Live Training by Request](#)

[Resilience Strategies for Educators \(RSE\): Techniques for Self-Care and Peer Support Live Training by Request](#)

[Specialized Training Package: Understanding Educator Resilience & Developing a Self-Care Plan](#)

## Tools

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[EOP ASSIST Software Application](#)

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# HAZARDS AND THREATS

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[Examples of Threats & Hazards](#)

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# BIOLOGICAL HAZARDS

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[Addressing Biological Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Contaminated Food Outbreaks

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[Food Safety and Emergencies: Preparedness Activities for Schools Webinar](#)

[School EOPs In-Depth: Developing a Food Contamination Annex Online Course](#)

[Specialized Training Package: Developing a Food Contamination Annex](#)

[Addressing Biological Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Infectious Diseases

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[Ordering Masks and Personal Protective Equipment \(PPE\) for Schools: Keeping the Whole School Community Safe in School Buildings Fact Sheet](#)

[Modifying Education Agency Exercises and Drills in Response to the Pandemic: Protecting Students, Faculty, Staff, and the Whole School Community While Practicing Plans Fact Sheet](#)

[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Teaching and Learning During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Continuity of Operations \(COOP\) Planning for Education Agencies: Ensuring Continuity of Feeding and Food Distribution During Prolonged Absences, Dismissals, and Closures TA Snapshot](#)

[Resilience Quick Links for School Personnel, Families, and Students: Ensuring the Well-Being of the Whole School Community During School at Home TA Snapshot](#)

[School EOPs In-Depth: Planning for Infectious Diseases Online Course](#)

[Specialized Training Package: Infectious Disease Planning and Emergency Exercises Package](#)

[Coronavirus Disease 2019 \(COVID-19\) Web Page](#)

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# TECHNOLOGICAL HAZARDS

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## Power Outages

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[Specialized Training Package: Emergency Exercises Package](#)

[Addressing Technological Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Hazardous Materials Releases

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[Impacts of Lead Exposure on Learning and Integration Into School Emergency Management Planning Webinar](#)

[Addressing Technological Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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# NATURAL HAZARDS

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## Earthquakes

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[\*Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet\*](#)

[Earthquake Preparedness for Schools Virtual Training by Request](#)

[\*Sample Earthquake Annex\*](#)

[Earthquake Preparedness for Schools Live Training by Request](#)

[Integrating Earthquakes Into School Emergency Operations Plans \(EOPs\) Webinar](#)

[Great ShakeOut Earthquake Drills Web Page](#)

[\*Earthquake Exercises for Schools Podcast\*](#)

[\*Earthquake Exercises for Schools Podcast Transcript\*](#)

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## **Floods**

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[\*Preparing for Floods at K-12 Schools and School Districts Fact Sheet\*](#)

[\*Preparing for Floods at State Education Agencies Fact Sheet\*](#)

[Resources on Preparing for Floods at Education Agencies Resource List](#)

[Planning for Natural Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## **Hurricanes/Typhoons**

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[Managing Donations and Volunteers Before, During, and After School and Campus Emergency Events Webinar](#)

[Planning for Natural Hazards That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## **Landslides or Mudslides**

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[Planning to Recover From Emergencies at Districts and Schools Webinar](#)

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## **Severe Wind**

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## **Tornadoes**

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## **Tsunamis**

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## **Volcanic Eruptions**

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## **Wildfires**

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[\*Virtual Trainings by Request \(VTBRs\): Support for Your Education Agency's Emergency Preparedness Efforts Fact Sheet\*](#)

[\*Wildfire Preparedness for K-12 Schools and Institutions of Higher Education Fact Sheet\*](#)

[Planning to Recover From Emergencies at Districts and Schools Webinar](#)

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## **Winter Precipitation**

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# ADVERSARIAL AND HUMAN-CAUSED THREATS

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[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

[Threat- and Hazard-Specific Annexes At a Glance Web Page](#)

## Active Shooters

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[A Discussion on the Role of School Resource Officers in School Safety and a Review of the Averted School Violence Database Webinar](#)

[Guide for Developing High Quality School Emergency Operations Plans: A Closer Look at Active Shooters Webinar](#)

[Use of Social Media in School Behavioral Threat Assessments Webinar](#)

[Forming a School Behavioral Threat Assessment Team Webinar](#)

[Planning to Recover From Emergencies at Districts and Schools Webinar](#)

[Active Shooter Situations At a Glance Web Page](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Adult Sexual Misconduct

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[Addressing and Preventing Adult Sexual Misconduct in the School Setting Online Course](#)

[Specialized Training Package: Addressing and Preventing Adult Sexual Misconduct \(ASM\)](#)

[Addressing and Preventing Adult Sexual Misconduct Live Training by Request](#)

[Addressing Adult Sexual Misconduct in the School Setting: An Overview Webinar](#)

[Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting: At a Glance](#)

[A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## **Bomb Threats**

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## **Bullying and Cyberbullying**

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[Using the School Emergency Operations Plan \(EOP\) Framework to Support Bullying Prevention Efforts Webinar](#)  
[Student Perceptions of Safety and Their Impact on Creating a Safe School Environment Fact Sheet](#)

[Forming a School Behavioral Threat Assessment Team Webinar](#)

[Use of Social Media in School Behavioral Threat Assessments Webinar](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## **Criminal Threats or Actions**

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[Forming a School Behavioral Threat Assessment Team Webinar](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## **Cybersecurity and Cyber Safety**

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[Integrating Cybersecurity With Emergency Operations Plans \(EOPs\) for K-12 Schools Webinar](#)

[Cybersecurity Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Cyber Safety Considerations for K-12 Schools and School Districts Fact Sheet](#)

[Dear School Safety Partner: Cybersecurity and Cyber Safety TA Snapshot](#)

[Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsible Digital Citizens and Engage Online Safely TA Snapshot](#)

[Use of Social Media in School Behavioral Threat Assessments Webinar](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Domestic Violence or Abuse

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[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Fire

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[Examples of Goals and Objectives Addressing the Threat or Hazard of Fire](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

[Threat- and Hazard-Specific Annexes At a Glance Web Page](#)

## Human Trafficking and Commercial Sexual Exploitation

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[Integrating Human Trafficking With Emergency Operations Plans \(EOPs\) for K-12 Schools Webinar](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Opioid Overdoses and Drug-Related Emergencies

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[Opioids, Drug-Related Emergencies, and Substance Abuse Prevention Before, During, and After the COVID-19 Pandemic Webinar](#)

[Preparing for Opioid-Related Emergencies for K-12 Schools and Institutions of Higher Education Fact Sheet](#)

[Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency Webinar](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

[Threat- and Hazard-Specific Annexes At a Glance Web Page](#)

## Protests and Walkout Demonstrations

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[Responding to Student Demonstrations and Protests in Schools and School Districts Fact Sheet](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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## Sextortion

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[Incorporating Sextortion Prevention, Response, and Recovery Into School Emergency Operations Plans \(EOPs\) Webinar](#)

[\*Incorporating Sextortion Into School Emergency Operations Planning Fact Sheet\*](#)

[\*Tips on Protecting Youth From Sextortion TA Snapshot\*](#)

[Addressing Adversarial and Human-Caused Threats That May Impact Students, Staff, and Visitors Resources Web Page](#)

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# Flyers





READINESS AND EMERGENCY  
MANAGEMENT FOR SCHOOLS  
**REMS**  
TECHNICAL ASSISTANCE CENTER



**P**REVENT  
**P**ROTECT  
**M**ITIGATE  
**R**ESPOND  
**R**ECOVER

# Supporting K-12 School Emergency Management



Our nation's K-12 schools and school districts are entrusted to provide a safe and healthy learning environment for students and staff. Faced with emergencies ranging from **active shooter situations** to fires, tornadoes, floods, hurricanes, earthquakes, and pandemic influenza, this is no easy task. Many of these emergencies occur with little to no warning. It is critical for all schools and school districts—public and non-public, large and small, rural and urban—to plan ahead to help ensure the safety and general welfare of all members of their school community.



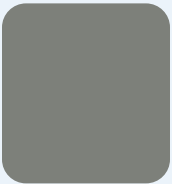
## What is the REMS TA Center?

The U.S. Department of Education (ED), Office of Safe and Healthy Students (OSHS) administers the REMS TA Center to serve as a hub of information and services. We support K-12 schools, school districts, and their community partners in the development of high-quality emergency operations plans (EOPs) and the implementation of comprehensive emergency management planning efforts.



## Who do we serve?

- Public, Non-Public, and Private K-12 Schools and School Districts
- Local and State Educational Agencies
- Community Partners
- Current or Former Grantees
- Key Stakeholders in K-12 Emergency Management
- Law Enforcement and Emergency Medical Services Personnel





## EOP Interactive Tools

We offer interactive tools to support individuals and planning teams in assessing their knowledge of concepts fundamental to emergency management. Schools can use these tools to create new plans as well as to revise or update existing plans and help align their emergency planning practices with those at the national, state, and local levels. Learn more about our tools at [http://rems.ed.gov/EOP\\_InteractiveTools](http://rems.ed.gov/EOP_InteractiveTools).

## Community of Practice

Our virtual space is open to schools, school districts, and their community partners to collaborate on special projects, share news and resources, discuss trends and ideas, and learn from the experiences of others in the field. Join the Community of Practice at <http://rems.ed.gov/COP>.

## On-site Trainings by Request (TBRs)

We offer a variety of train-the-educator and train-the-trainer TBRs on topics ranging from developing EOPs to the basics and benchmarks of threat assessments at no cost. Visit [http://rems.ed.gov/TA\\_TrainingsByRequest.aspx](http://rems.ed.gov/TA_TrainingsByRequest.aspx) to view TBR topics, check your eligibility, and to request a training.

## Virtual Trainings

We offer a diverse set of trainings, including downloadable Webinars and self-paced online courses, to practitioners in the field of school emergency management. Topics include Developing EOPs 101, Implementing Psychological First Aid (PFA), Information

Sharing, and Preparing for **Active Shooter Situations**. View our virtual trainings at [http://rems.ed.gov/TA\\_VirtualTrainings](http://rems.ed.gov/TA_VirtualTrainings).

## Tool Box

We maintain an interactive and virtual library of tools developed by emergency managers in the field and containing relevant resources pertinent to the needs of local education agencies, schools, and their community partners as they engage in the process of emergency preparedness planning. Access resources and submit your tool at <http://rems.ed.gov/ToolBox>.

## Technical Assistance

REMS TA Center staff are available by email ([info@remstacenter.org](mailto:info@remstacenter.org)) and toll free telephone (855-781-REMS [7367]) to respond to requests for assistance on a variety of topics pertaining to emergency operations planning for schools and school districts. Submit your TA request using our interactive TA Request Form: [http://rems.ed.gov/TA\\_Submissions](http://rems.ed.gov/TA_Submissions).

To access the Federal guidance on developing a high-quality school EOP, visit <http://rems.ed.gov/K12GuideForDevelHQSchool>.





# FREE EMERGENCY MANAGEMENT PLANNING TOOLS FOR EDUCATION AGENCIES



The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center offers a suite of tools to K-12 schools and school districts, institutions of higher education, state education agencies, regional education agencies, and community organizations to support them in a variety of safety, security, and emergency preparedness activities. These **EOP INTERACTIVE TOOLS** are intended to be used by K-12 and higher ed practitioners with any level of experience in emergency management to develop emergency operations plans (EOPs), revise EOPs, enhance their capacity, examine buildings and grounds, and engage in learning opportunities. You can find these tools here: <https://rem.ed.gov/EOPInteractiveTools.aspx>.



PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER



<https://rem.ed.gov> | 1-855-781-REMS [7367] | [info@remstacenter.org](mailto:info@remstacenter.org)

 Twitter: @remstacenter

## TOOLS FOR BOTH K-12 AND HIGHER EDUCATION



**SITE ASSESS** is a site assessment mobile application that allows personnel to walk around a campus and examine the safety, security, accessibility, and emergency preparedness of buildings and grounds. Learn about *Crime Prevention Through Environmental Design* and *Universal Design*, document the condition of buildings and grounds, see your campus through a new lens, collect data about potential threats and hazards, and capture images of your campus.

REQUIREMENTS: MOBILE DEVICE WITH IOS OR ANDROID OPERATING SYSTEM.

### EOP ASSESS



**EOP ASSESS** helps practitioners assess their understanding of elements critical to creating and maintaining a high-quality EOP. This Web application generates a customized and downloadable report with information and resources on fundamental concepts in emergency management planning. Test your knowledge, enhance your understanding, and ensure that you are using the same terminology as your planning team members.

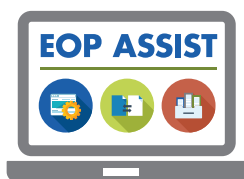
REQUIREMENTS: COMPUTER WITH AN INTERNET CONNECTION AND A PDF VIEWER.



**EOP EVALUATE** helps planning team members evaluate an existing EOP against Federal guidelines. This Web application generates a customized and downloadable report with information and resources on enhancing areas of an EOP. Compare your plan against Federal guides and practices, determine areas of improvement in your plan, and enhance plan sections using the information and resources in the custom output report.

REQUIREMENTS: COMPUTER WITH AN INTERNET CONNECTION AND A PDF VIEWER.

## ADDITIONAL TOOLS FOR K-12



### EOP ASSIST Interactive Workbook

Create, review, revise, and maintain a plan; collaborate with your planning team and community partners; and address state and local requirements.

**EOP ASSIST** is a plan generator software application that guides planning team members through the federally recommended planning process and generates a customized and downloadable EOP.

REQUIREMENTS: SERVER THAT MEETS INSTALLATION REQUIREMENTS; IT PERSONNEL WITH AN INTERMEDIATE LEVEL OF EXPERTISE IN NETWORKING, WEB SERVER CONFIGURATION, AND DATABASE CONFIGURATION; AND COMPUTERS WITH AN INTERNET CONNECTION.

The **EOP ASSIST INTERACTIVE WORKBOOK** is an offline plan generator, composed of instructions and worksheets, that directs planning team members through the federally recommended planning process and generates a customized EOP. **This tool is also available in Spanish.**

REQUIREMENTS: COMPUTER WITH A PDF VIEWER AND MICROSOFT WORD.

# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

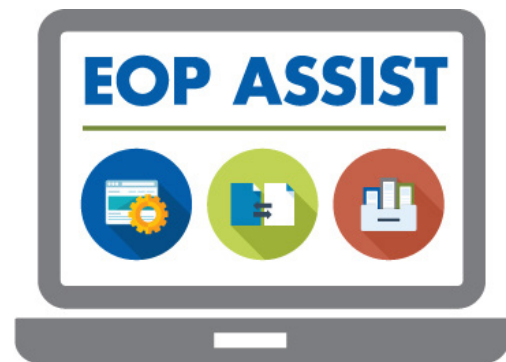
## EOP INTERACTIVE TOOLS

### The U.S. Department of Education and the REMS TA Center present A Free Web-Based App to Create Your EOP

Our nation's schools and districts are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary students each school day, and communities expect schools to keep children safe from threats and hazards. For school administrators and emergency management personnel, creating a comprehensive emergency operations plan (EOP) can be a challenging task.

#### What is EOP ASSIST 2.0?

To help school administrators and emergency management personnel create or revise their EOPs, the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center has recently updated its free plan development software application (app), EOP ASSIST, and is pleased to announce the release of **EOP ASSIST 2.0**. This user-friendly app walks school and district emergency management personnel through the six-step planning process for creating a customized school EOP recommended in the *Guide for Developing High-Quality School Emergency Operations Plans (Guide)* and includes a number of enhanced features and functions.



#### EOP ASSIST 2.0's features allow schools to:

- Facilitate collaboration among school planning team members, including community partners;
- Compile all emergency management information in a single location;
- Access relevant resources and help topics directly through the app interface throughout the planning process;
- Generate a comprehensive school EOP based on the Federal guidance and recommendations;
- Revise the EOP, as necessary, to address changes in state, local, or district policies and/or other factors, such as resource availability;
- Share the EOP with district and state officials, depending on how your institution configures the app's settings; and
- Schedule EOP reviews or meetings, and set deadlines for submitting EOPs.

#### DID YOU KNOW...?

- In June 2013, the White House released the *Guide*, which is a joint product of six Federal agencies and builds upon years of emergency planning work by the Federal government.
- The *Guide* responds to the concerns voiced by stakeholders following recent emergency events, and is customized to the needs of the school community.
- Schools can use the *Guide* to meet create or revise their EOPs, and to align their practices with those at the national, state, and local levels.

# A Mobile Application for Your Education Agency to Conduct a Site Assessment



SITE ASSESS, a free, secure mobile application (app), is designed specifically for education agencies. It allows personnel to walk around buildings and grounds and examine their safety, security, accessibility, and emergency preparedness. Users select whether they are conducting a site assessment at a K-12 school or institution of higher education (IHE) and are directed to the section that is optimized for that setting according to its unique characteristics. Additionally, SITE ASSESS generates a customized to-do list that may be used in the short and long term, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and preparedness topics. The REMS TA Center developed SITE ASSESS, which is compatible with iOS and Android operating systems, to do the following:

- Capture images within and upload images directly into the app;
- Provide critical information about potential threats and hazards, which may be used by planning teams as they develop their site's emergency operations plan;
- Allow teams to add customized questions to and delete preloaded questions from the site assessment for their use, taking into account state and local requirements;
- Export data into a Word document or Excel worksheet for data aggregation and analysis and/or recordkeeping;
- Equip practitioners with information and knowledge about fundamental site assessment topics, such as Crime Prevention Through Environmental Design and universal design;
- Collect information that will aid IHE personnel with fulfilling *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* requirements; and
- Complement and support mitigation, prevention, protection, recovery, and response activities.

To access more information about downloading and using SITE ASSESS, scan the QR code on the right or go to this link: <https://remstacenter.org/SITEASSESS.aspx>.

