

# Using the *District Guide* to Support Schools in the Development of High-Quality School Emergency Operations Plans

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# ***New Resource Review: The Role of Districts in Supporting Schools in the Development of High-Quality Emergency Operations Plans***



U.S. Department of Education  
Office of Safe and Supportive Schools  
(OSSS)

<https://rems.ed.gov>

# Housekeeping

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# Agenda

Background: Best Practices and Lessons Learned that Informed Development of the *District Guide*

Relationship Between the *District Guide* and the *School Guide*

Using the *District Guide* to Support Schools in the Development of High-Quality School Emergency Operations Plans

Q&A Session

# Background

## Federal Commission on School Safety

- Led by Secretary of Education Betsy DeVos
  - U.S. Department of Education
  - U.S. Department of Justice
  - U.S. Department of Homeland Security
  - U.S. Department of Health and Human Services
- Held Listening Sessions between March and August 2018 country-wide
- Released Final Report in December 2018



FINAL REPORT OF THE FEDERAL COMMISSION ON

### School Safety

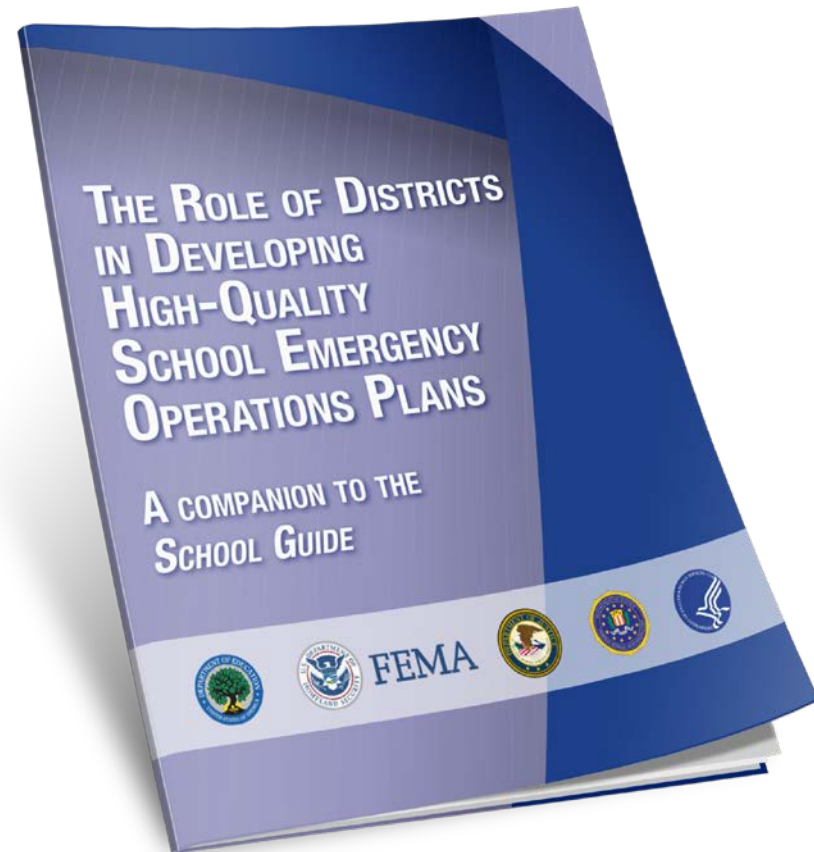
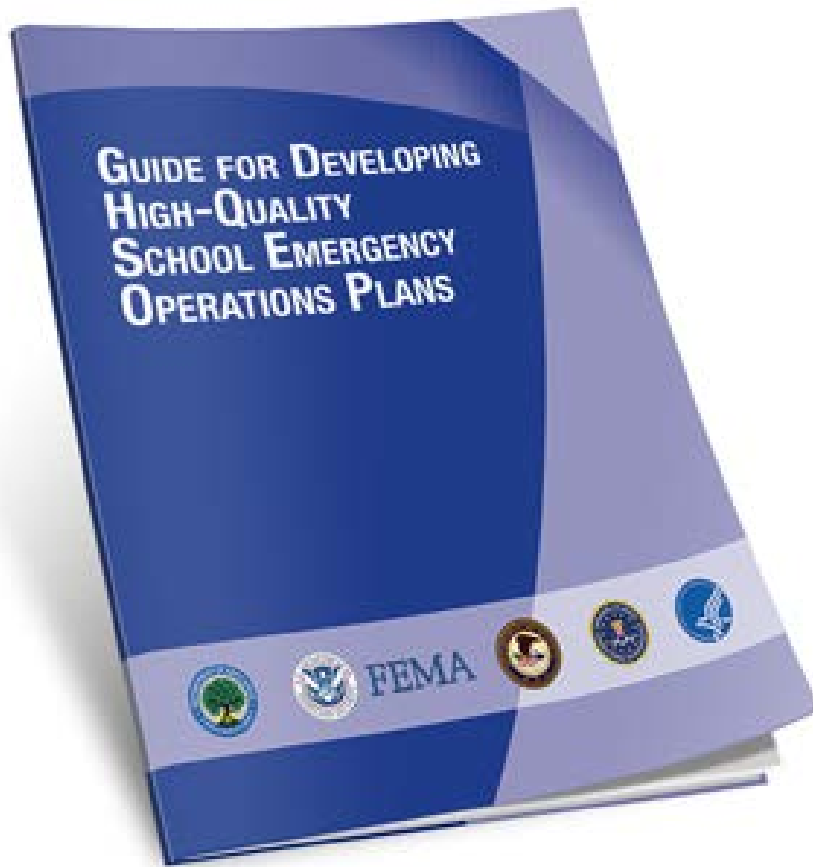


Presented to the  
PRESIDENT OF THE UNITED STATES

December 18, 2018



# Federal Guides on School EOP Development



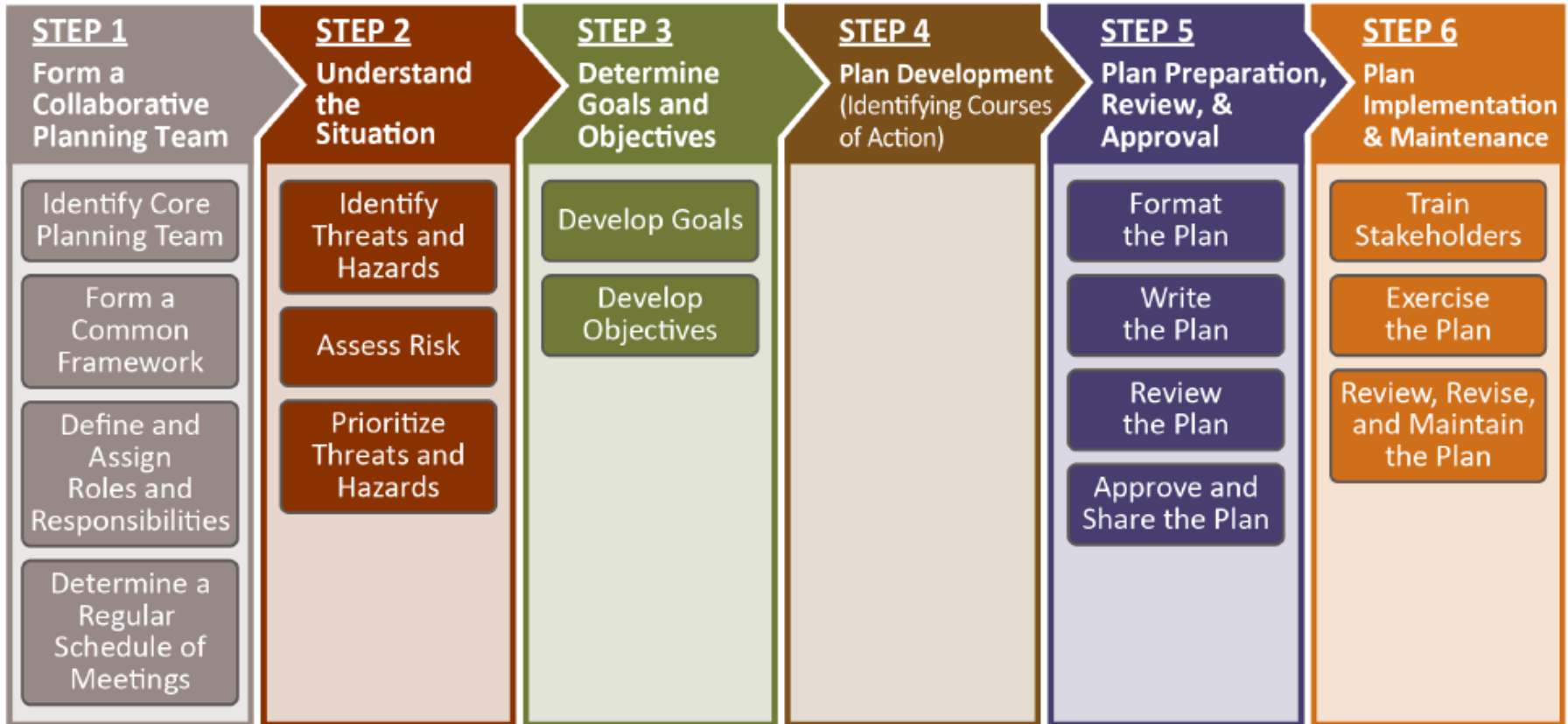
# Five Preparedness Missions



**...an incident or emergency**



# Six-Step Planning Process



# Sample EOP Format

**Basic Plan**

**Functional Annexes**

**Threat- and Hazard-Specific Annexes**

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# Relationship Between the Two *Guides*

## ***District Guide:***

- Builds from the ***School Guide***
- Recommends specific, district-level roles and responsibilities supporting schools

## ***School Guide:***

- Creates a framework to develop high-quality school EOPs.
- Puts forth collaborative processes at the school level for customizing school EOPs

# Timing: District Planning Before School Planning

The district should complete its actions before the schools undertake the six-step planning process because:

- District policies and procedures regulate school activities.
- Schools will use the district's master lists on threats, hazards, functions, goals, and objectives to develop courses of action.

# District, School, and Ad-Hoc Core Planning Teams

## District Core Planning Team

Develops school policies and procedures

Connects schools with community partners

Coordinates, facilitates, and participates in school-partner initiatives

## School Core Planning Team

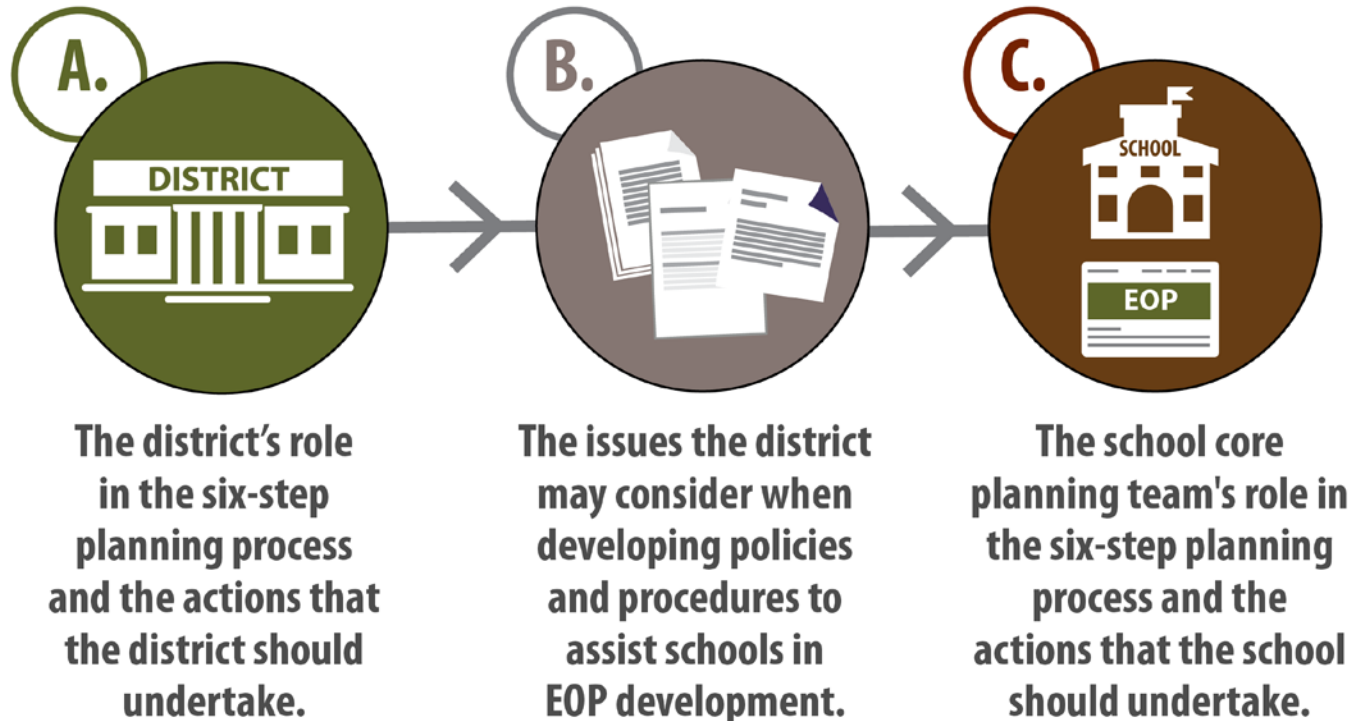
Works with district and ad-hoc planning teams and community partners to create, revise, and update school EOPs

## Ad-Hoc Core Planning Team

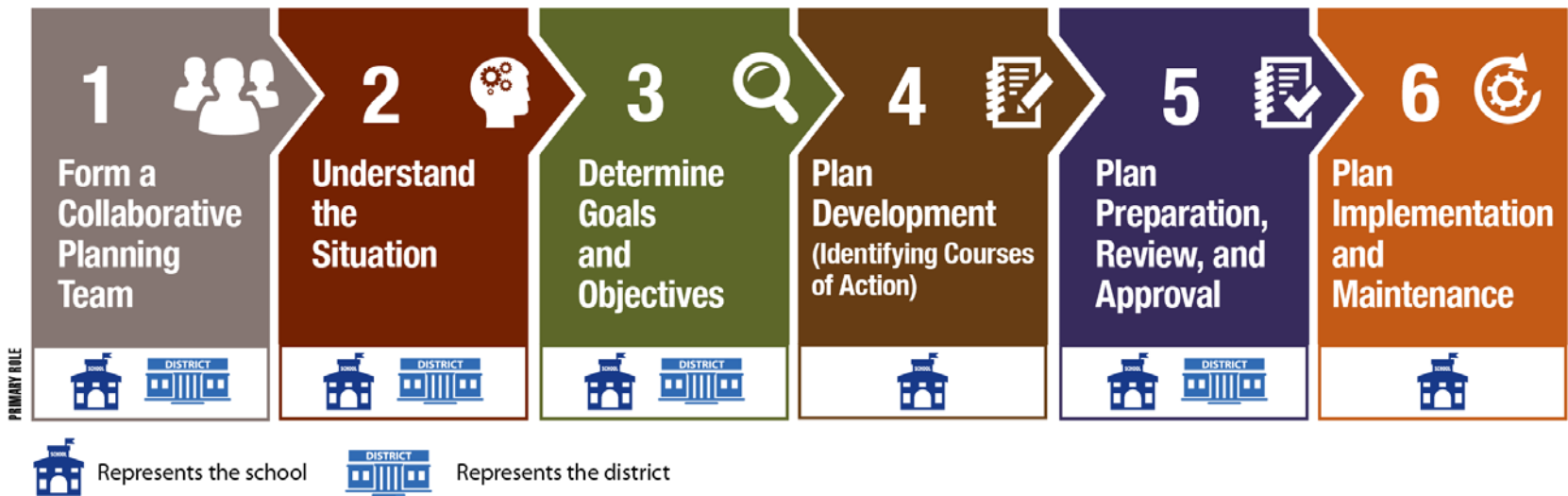
Provides expertise and/or resources to the school core planning team on courses of action or to review components of the plan

# District Guide Content Format

For each step in the six-step planning process, the *District Guide* identifies:



# Primary Roles of the School and/or the District in Each Step of the Six-Step Planning Process





# Agenda

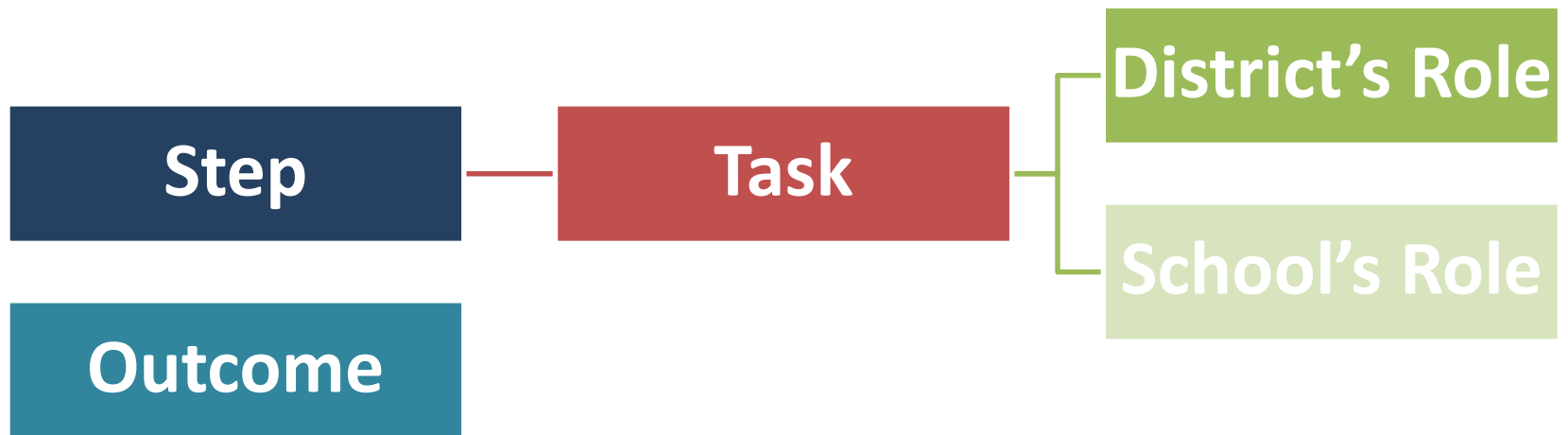
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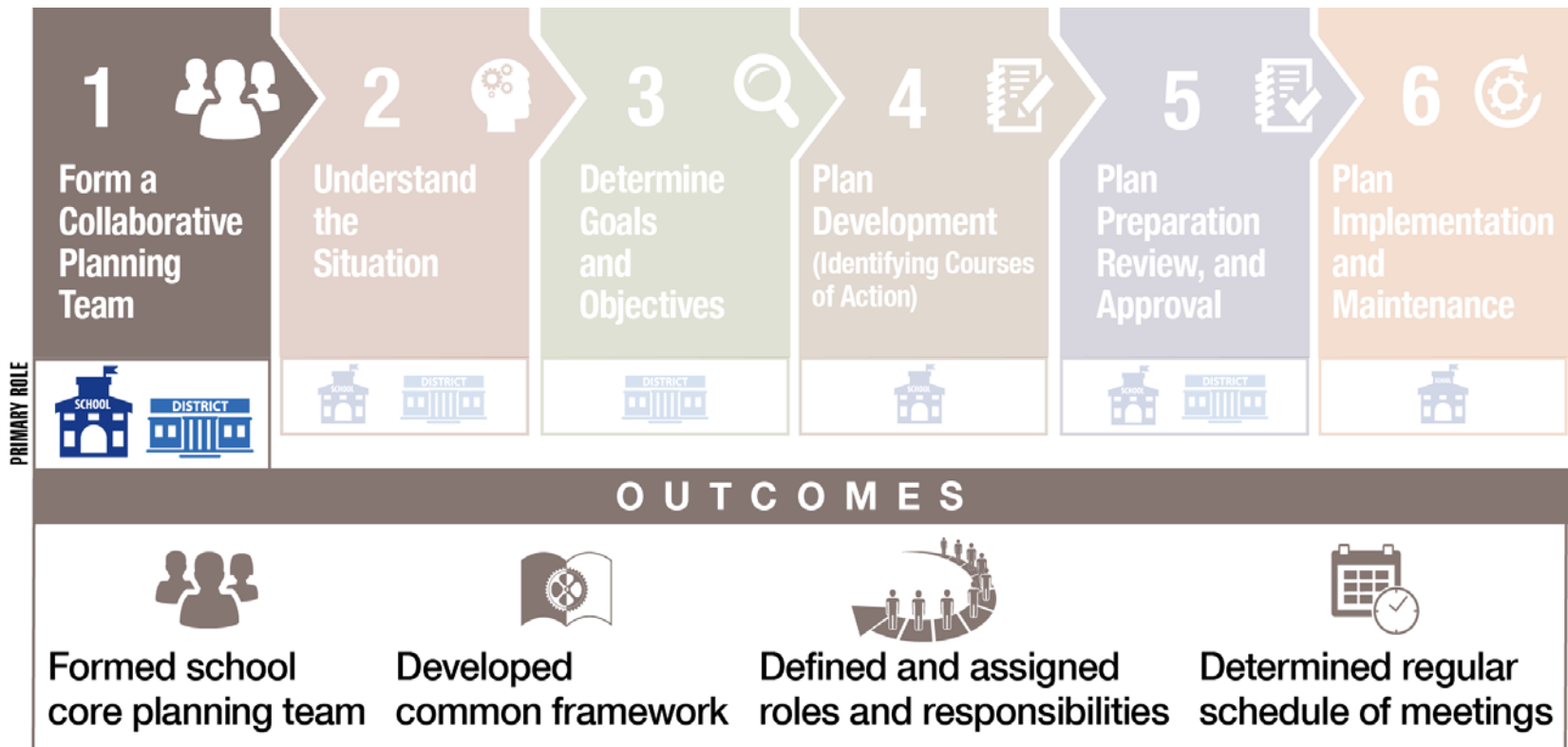
Using the *District Guide* to Support Schools in the Development of High-Quality School EOPs

Q&A Session

# Structure of *District Guide*



# Step 1: Help Schools Form Collaborative Planning Teams



**In Step 1, the district and the school will share the primary role.**

# Step 1 Tasks and Considerations for School Districts

## Task 1: Form a School Core Planning Team

- What is the role of the district?
- How can districts help schools define a realistic level of participation by community partners?
- What local or state community partners can districts invite to support school teams?

## Task 2: Develop a Common Framework

- Will the district provide training on key principles, terms, and definitions?

## Task 3: Define and Assign Roles and Responsibilities

- Who from the district will serve on the school core planning team?
- To what degree should the district train members of the school core planning?

## Task 4: Determine a Regular Schedule of Meetings

- Will the districts provide guidelines for EOP development timelines?
- Will a district planning team member attend all meetings?

# STEP 1 | Outcomes

**At this point, the district has supported the schools with:**

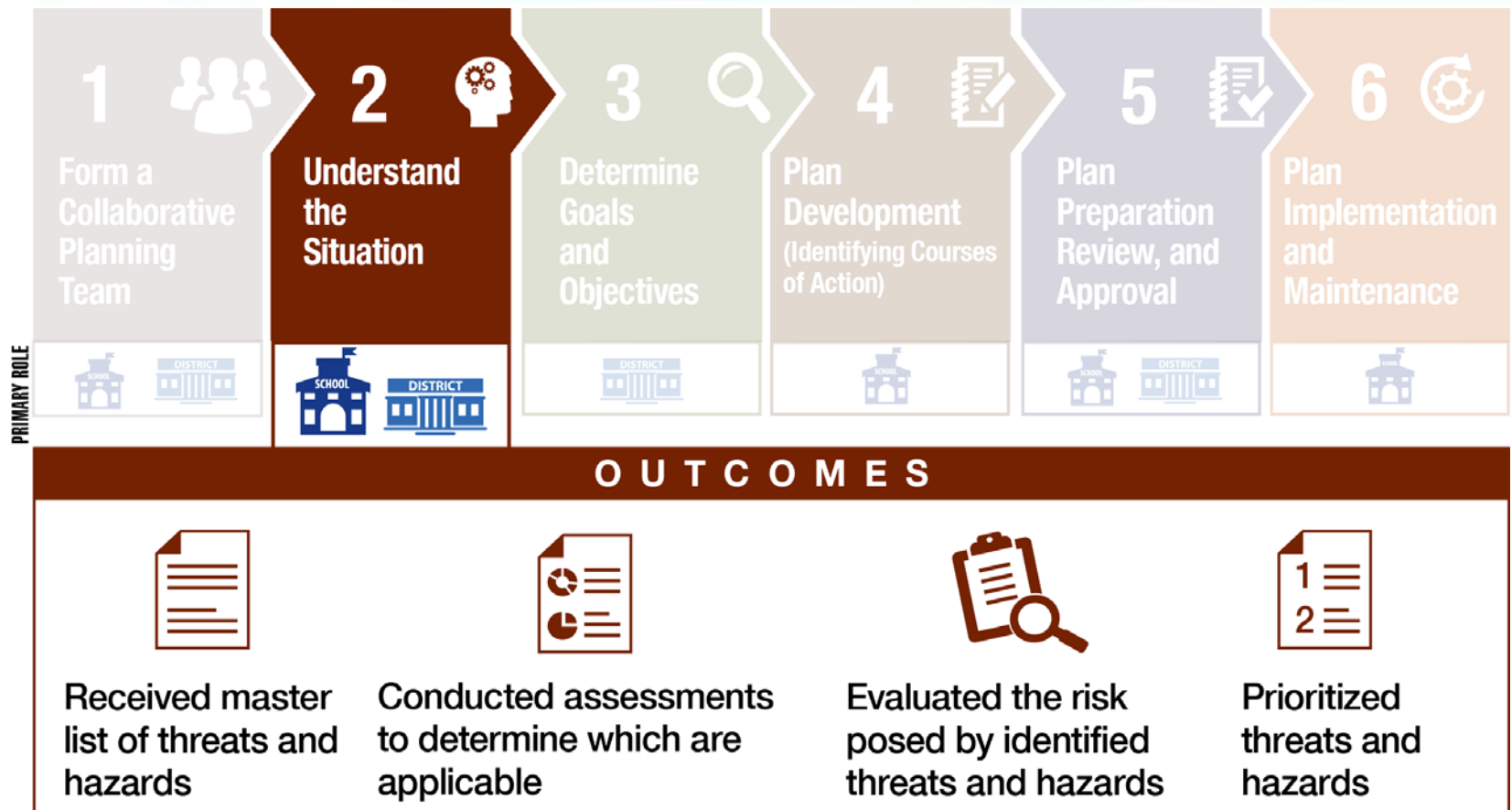
Forming a school core planning team

Forming a common framework

Defining and assigning roles and responsibilities

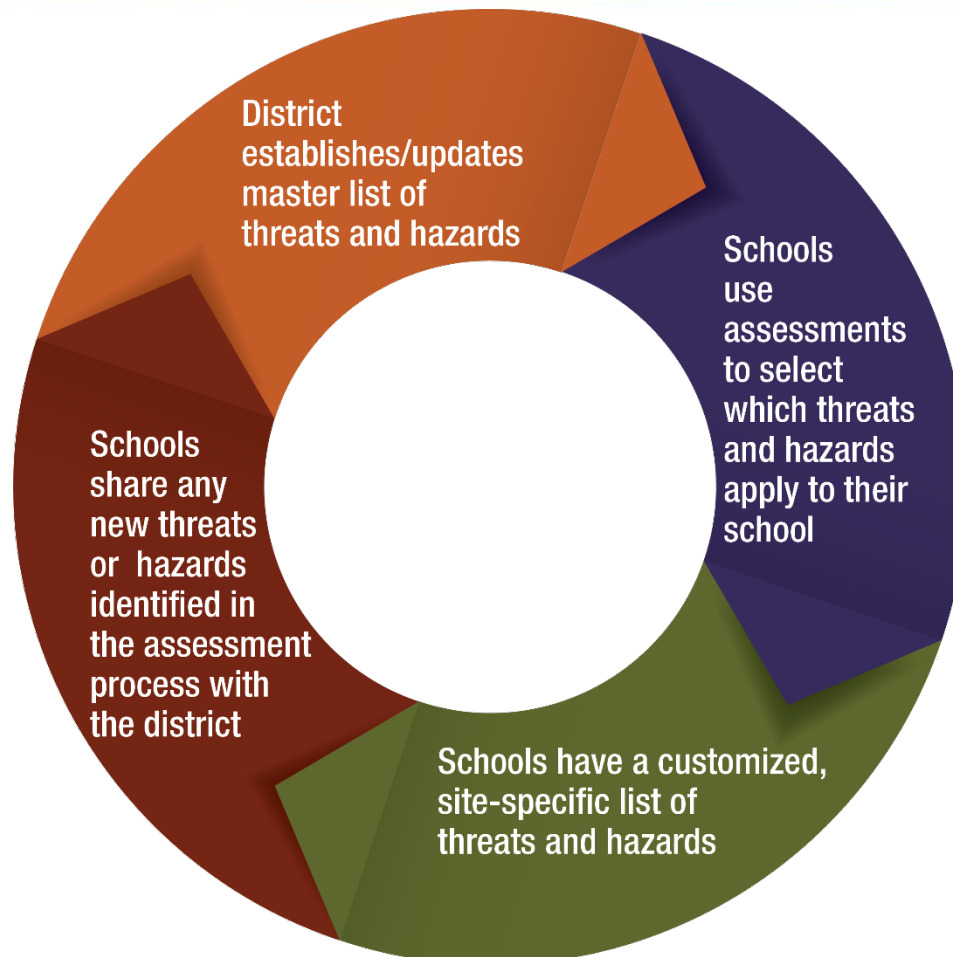
Determining a regular schedule of meetings

# Step 2: Help Schools Understand the Situation



**In Step 2, the district and the school share the primary role.**

# District's Role in the Identification of Threats and Hazards



# Relationship Between the District's Master List and the School's Customized List of Threats and Hazards

## ABC School District Master List of Threats and Hazards

Earthquakes\*

Tornadoes\*

Lightning\*

Severe wind\*

Hazardous materials releases from major highways or railroads

Radiological releases from nuclear power stations

Dam failure

Infectious diseases\*

Contaminated food outbreaks\*

Toxic materials in laboratories

Fire\*

Active shooters\*

Criminal threats or actions\*

Gang violence

Bomb threats\*

\* Threats and hazards that the district requires to be part of every school's EOP.

## XYZ Elementary School Customized List

Earthquakes

Tornadoes

Lightning

Severe wind

Hazardous materials releases from major highways or railroads

Infectious diseases

Contaminated food outbreaks

Fire

Active Shooters

Criminal threats or actions

Gang violence

Bomb threats



# STEP 2 | Task 1 | Identify Threats and Hazards

## Considerations for Creation of Policies and Procedures

### Universe of Threats and Hazards

How will they be identified and shared with schools?

Will any be required?

How often will it be updated?

What process can schools use to share new and emerging threats with the district?

# STEP 2 | Task 1 | Identify Threats and Hazards (continued)

**Use assessments to identify site-specific threats and hazards.**

## Site Assessments

- Examine the safety, accessibility, and emergency preparedness of the school's buildings and grounds.

## Culture and Climate Assessments

- Evaluate student and staff connectedness to the school and problem behaviors.

## School Behavioral Threat Assessments

- Analyze communication and behaviors to determine whether a student, staff, or other person may pose a threat.

## Capacity Assessments

- Examine the capabilities of students and staff, as well as the services and material resources of community partners.

# STEP 2 | Task 1 | Identify Threats and Hazards (continued)

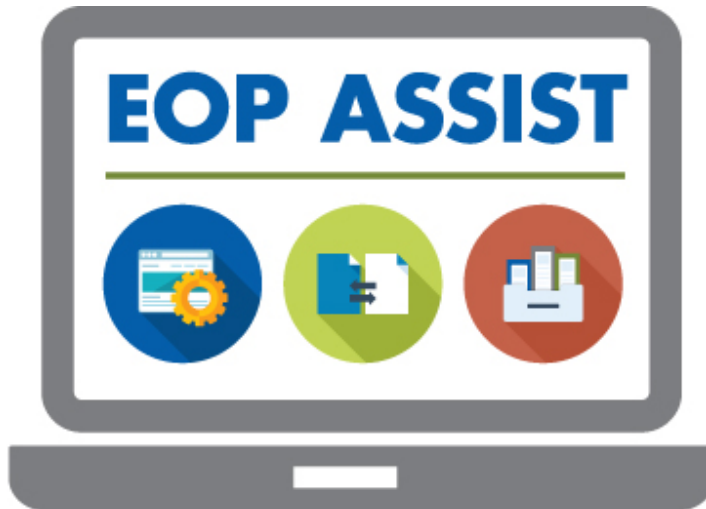
## EOP ASSESS



**EOP ASSIST**  
Interactive  
Workbook



**EOP  
EVALUATE**



## SITE ASSESS



# STEP 2 | Task 2 | Evaluate Risks and Vulnerabilities Posed by Threats and Hazards

## Considerations for Creation of Policies and Procedures

### Universe of Threats and Hazards

Will the district train schools on evaluation or provide guidance?

Will the district conduct any evaluations of their own to identify risks and vulnerabilities?

Will schools in the district use the same mechanism for evaluation?

# STEP 2 | Task 2 | Evaluate Risks and Vulnerabilities (continued)

## Techniques Schools Can Use to Organize and Evaluate Data about Identified Threats and Hazards

### Scenario-Based Planning



- Districts can provide scenarios schools can use to consider risk criteria of magnitude, duration, probability, warning time, and potential effects.

### Mathematical Model

- Districts can offer a numerical formula that schools can use to rate categories of information specific to each hazard or threat.

# Risk Assessment

## Sample Evaluation Tool

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
<b>Fire</b> 	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Hazmat spill outside the school</b> 	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## STEP 2 | Outcomes

**At this point, the district has supported schools by:**

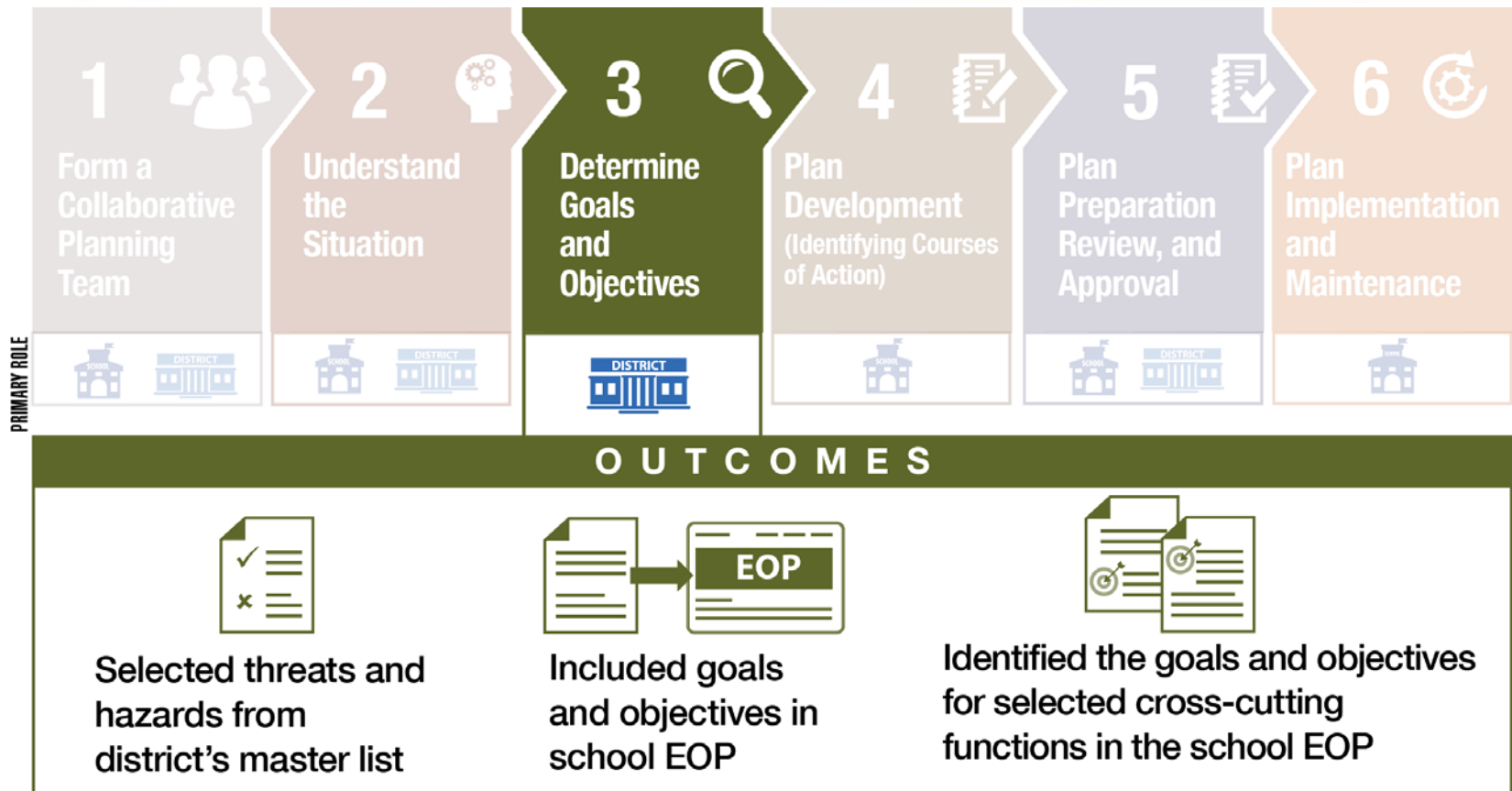
Providing a master list of threats and hazards

Supporting them in conducting assessments to determine which threats and hazards are applicable

Evaluating the risk posed by identified threats and hazards

Prioritizing identified threats and hazards

# Step 3: Assist Schools with Determining Goals and Objectives



**In Step 3, the district has the primary role.**



# Step 3: Tasks and Considerations for School Districts

## Task 1: Select Threats and Hazards to Address in School EOPs

Will the district train schools on evaluation or provide guidance?

## Task 2: Develop Goals and Objectives for Selected Threats and Hazards

To what degree will the district work with representatives from school core planning teams to develop goals and objectives?

## Task 3: Identify Cross-Cutting Functions

What functions are the most likely to support more than one type of emergency incident?

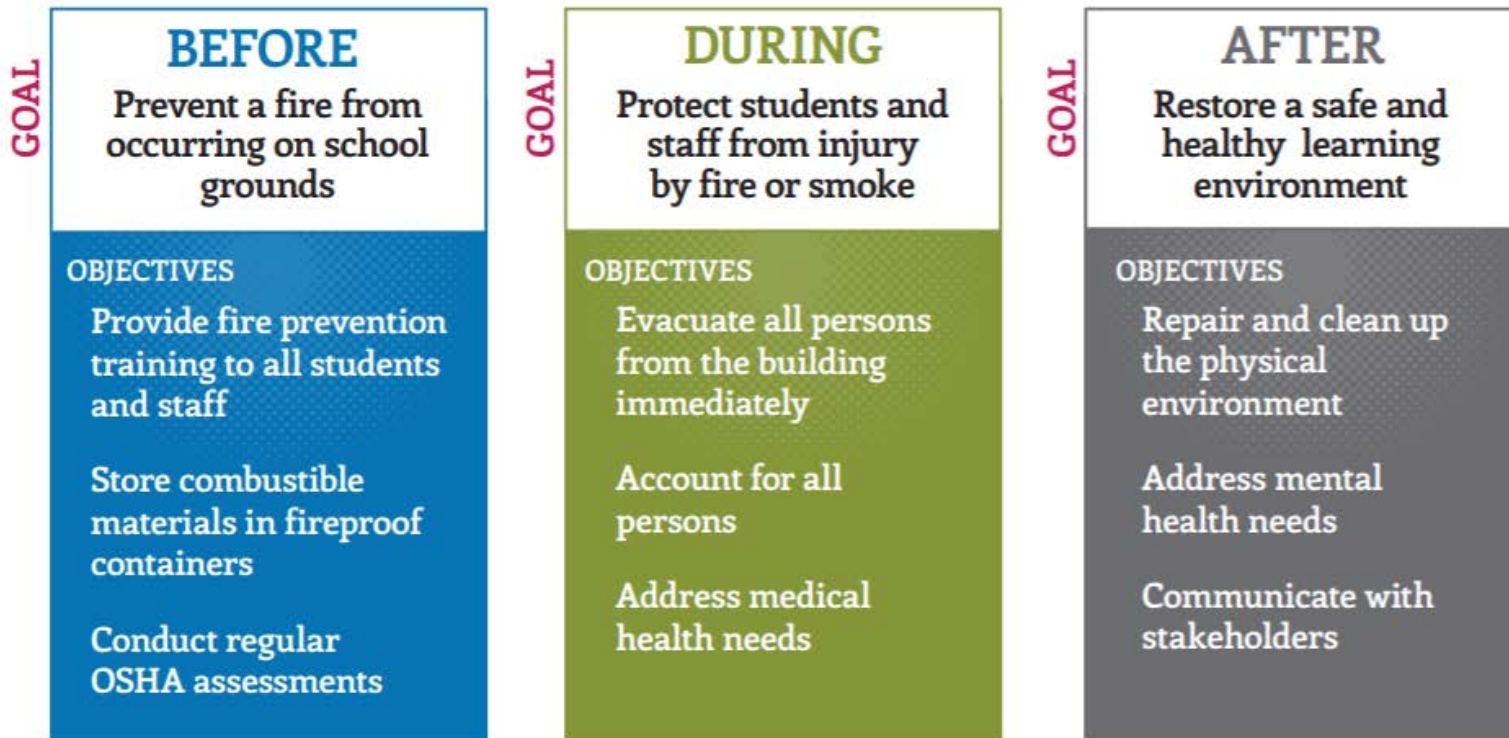
## Task 4: Develop Goals and Objectives for Cross-Cutting Functions

What federal, state, and local guidance, recommendations, priorities, and lessons learned will the district consider and/or adhere to?

District core planning teams should provide insight to school core planning teams as they work through this process and recommend that schools address more than just the “high risk” priority threats and hazards.

# Sample Goals and Objectives

## Threat or Hazard: Fire



## STEP 3 | Outcomes

**At this point, the district has supported schools by:**

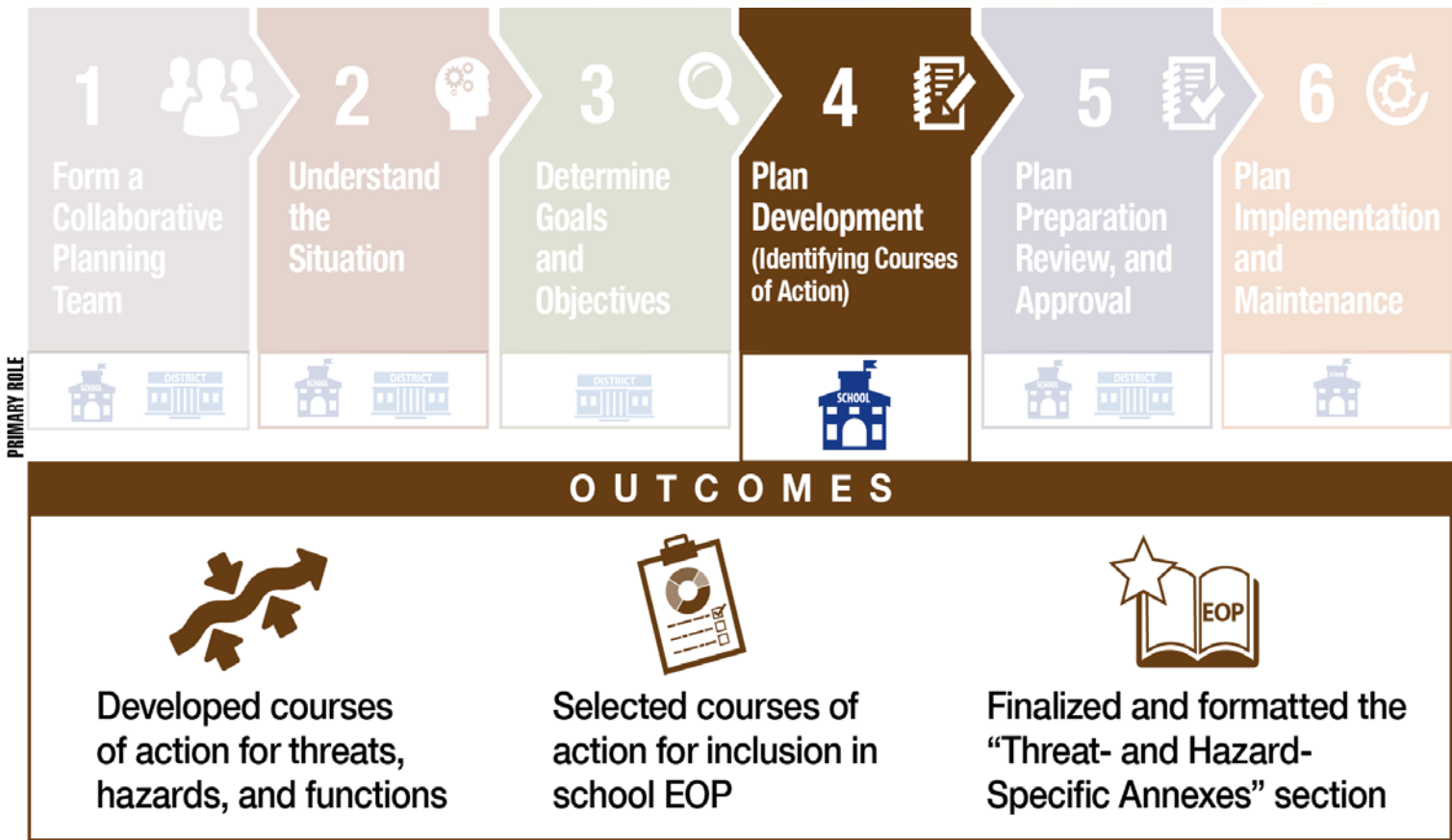
Helping them select threats and hazards from the district's master list to address in the school EOP

Creating corresponding goals and objectives for selected threats and hazards in school EOPs

Identified and created a master list of cross-cutting functions

Developed goals and objectives for selected cross-cutting functions in the school EOP.

# Step 4: Assist Schools with Plan Development (Identifying Courses of Action)



**In Step 4, the school has the primary role.**

# STEP 4 | Task 1 | Develop Courses of Action

## Considerations for Creation of Policies and Procedures

### Courses of Action | Task 1

How the district will help ensure that the courses of action developed by school core planning teams contain enough site-specific details.

How the district will help ensure that courses of action for different schools are coordinated with one another.

Will the district provide courses of action for the support, services, and functions needed in any given scenario?

# STEP 4 | Task 2 | Select Preferred Courses of Action

## Considerations for Creation of Policies and Procedures

### Courses of Action | Task 2

Is the district aware of the capacity and limitations of schools, the district, and community partners?

What resources are available from the district to support schools with accomplishing courses of action?

What are the federal, state, and local laws about resources that may be required to support individuals with disabilities, access and functional needs, or limited English proficiency?

How might official partnerships expand the availability of resources to schools and the district?

# STEP 4 | Task 2 | Select Preferred Courses of Action (continued)

## Once courses of actions are selected:



# STEP 4 | Task 3 | Finalize and Format the Functional and Threat- and Hazard-Specific Annexes

## Format for Annexes

### Title

(the function, threat, or hazard)



### Goal(s)

- Objective(s)
- Courses of Action



# STEP 4 | Outcomes

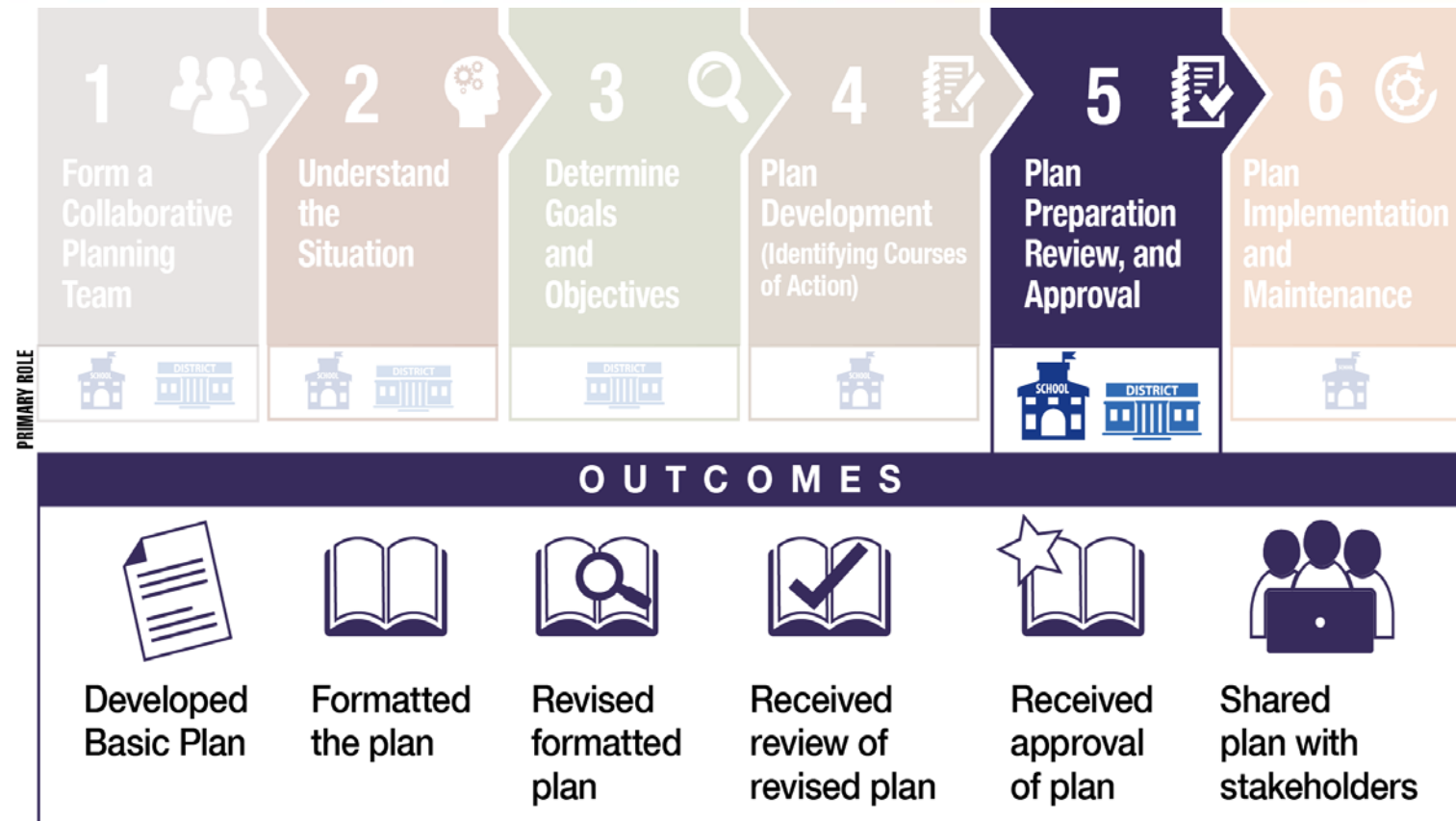
**At this point, the district has supported schools by helping them:**

Develop courses of action for threats, hazards, and functions

Select courses of action for inclusion in the school EOP

Finalize and format the “Threat- and Hazard-Specific Annexes” section of the school EOP

# Step 5: Assisting Schools with Plan Preparation, Review, and Approval



**In Step 5, the district and school share the primary role.**

# STEP 5 | Task 1 | Develop the Basic Plan

**Basic Plan—Provides an overview of the school’s approach to operations before, during, and after an emergency.**

District core planning teams can help school core planning teams write their Basic Plans by working with them to:

**Create an Exercise Program**

**Establish a Process for Plan Review and Revision**

# Step 5: Tasks 1-5 Considerations for School Districts

## Task 2: Format the Plan

- Will the district provide tools, resources, or other forms of guidance to schools?

## Task 3: Revise the Formatted Draft

- How will the school receive feedback on submitted EOPs?

## Task 4: Revise the Formatted Draft of the Plan

- Will the district share districtwide plan content for inclusion in school EOPs?

## Task 5: Review the Plan for Quality

- What is the district schedule and process for reviewing school EOPs?

**Audience:** Individuals and planning teams at K-12 schools, school districts, and IHEs.

**Purpose:** To help schools, school districts, and IHEs *evaluate* established EOPs.

**Output:** Users are provided with a downloadable report that can help identify areas where an EOP can be improved as it relates to the Federal guidance.

# STEP 5 | Outcomes

**At this point, the district has supported schools by helping them:**

Develop the Basic Plan

Format the EOP

Revise the formatted draft of the EOP

Review the EOP for quality

Approve and share the EOP with stakeholders.

# Step 6: Assisting Schools with Plan Implementation and Maintenance



**In Step 6, the school plays a primary role and the district plays a secondary role in terms of supporting schools, as necessary.**

# STEP 6 | Task 1 | Train and Inform Stakeholders

## Considerations for Creation of Policies and Procedures

What type of train-the-trainer guidance or training activities should the district provide?

Which stakeholders should be involved?

Which formats and languages should be used for plan materials?

What types of certification are needed for trainings, if any?



# STEP 6 | Task 2 | Exercise the Plan

## Considerations for Creation of Policies and Procedures

During exercises, what are the needs of students, staff, and visitors with disabilities and others with access or functional needs?

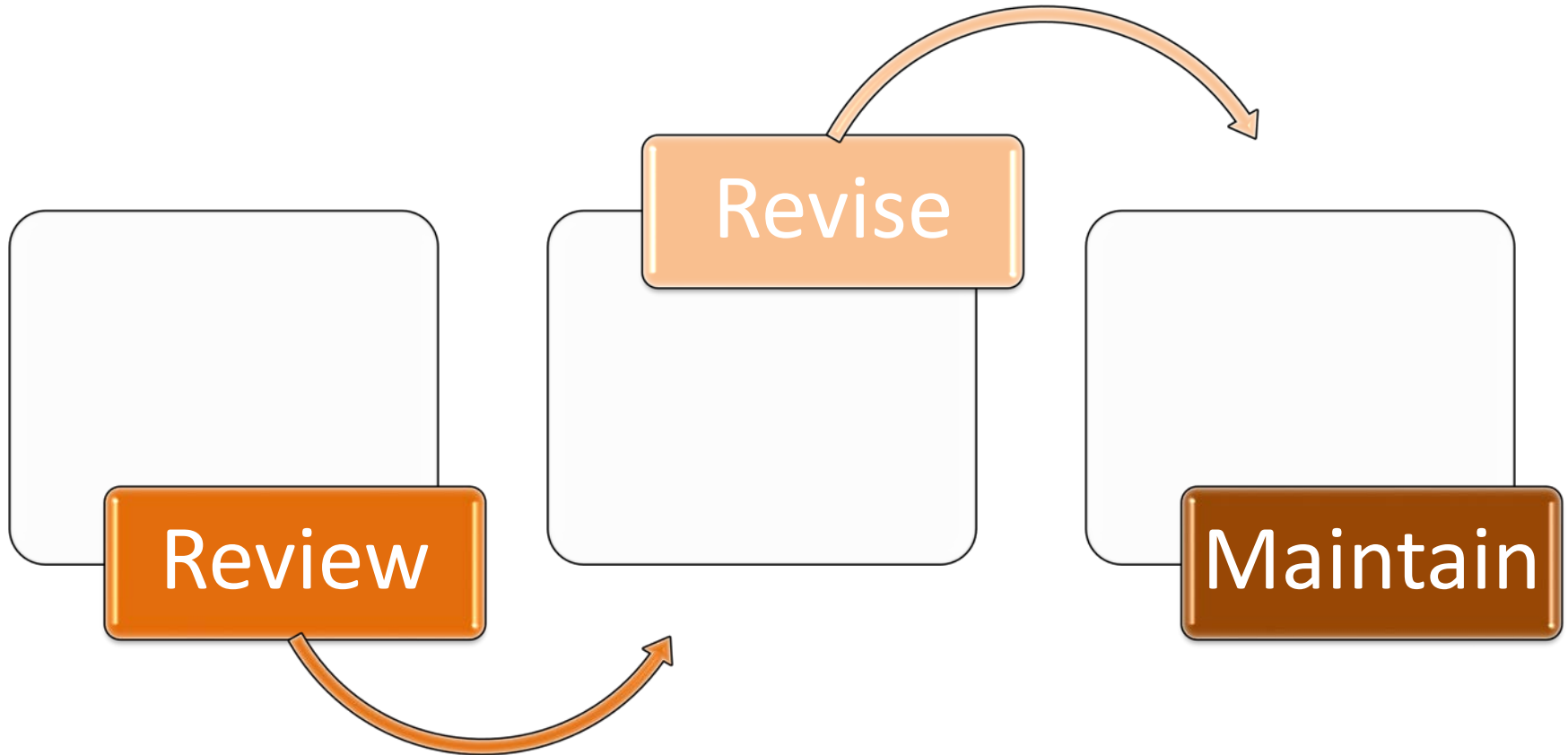
How should exercises be evaluated and what are the criteria for evaluation?

What are the minimum requirements for when and how trainings occur?

What are the requirements for trainings in special skills?

Will the district share lessons learned with sister schools following exercises and emergencies?

# STEP 6 | Task 3 | Review, Revise, and Maintain the Plan



# STEP 6 | Task 3 | Review, Revise, and Maintain the Plan (continued)

## Considerations for Creation of Policies and Procedures

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When should school core planning teams revise parts of the school EOP or review the entire EOP?

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Which community partners should be involved in reviewing and revising school EOPs?

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What is the role of the district in reviewing, revising, and maintaining the plan?

## STEP 6 | Outcomes

**At this point, the district has supported schools by helping them:**

**Train and inform stakeholders on the school EOP and their roles and responsibilities in the plan**



**Exercise school EOPs**



**Review, revise, and make plans to maintain the school EOPs**

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Q&A Session

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