BEST PRACTICES CLEARINGHOUSE

– Preventing and Addressing Violence in Schools Miniseries –

# *High-Quality Emergency Operations Plans Build School Emergency Preparedness Capacity*

APRIL 24, 2024
3:00 - 4:30 PM ET

*The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.*

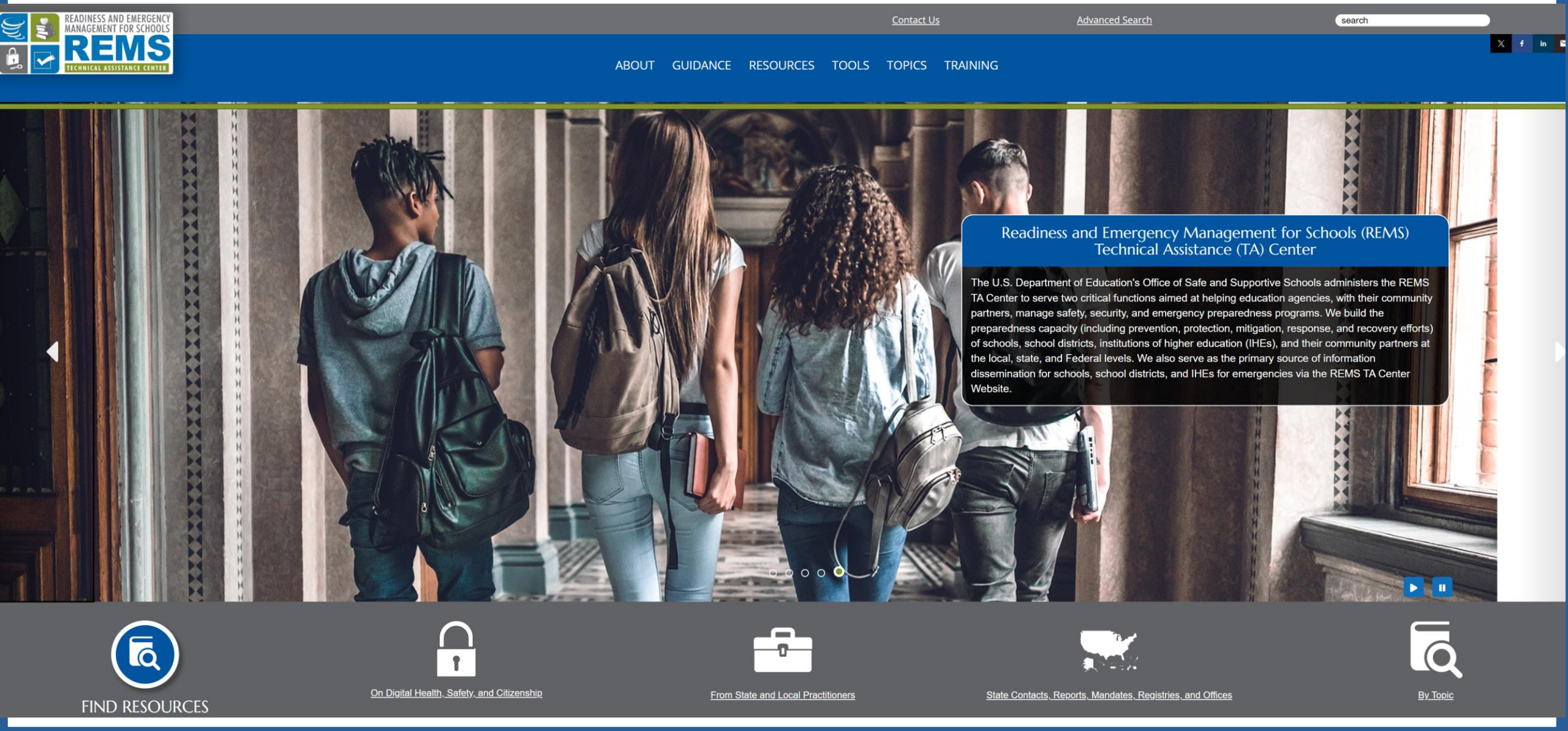
# NCSSLE Website

**HTTPS://SAFESUPPORTIVELEARNING.ED.GOV**

**To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series**

# REMS TA Center Website

**HTTPS://REMS.ED.GOV**



# Agenda

1. Introduction and Logistics
2. Welcome
3. Context-Setting Presentation
4. Panel Discussion
5. Closing Remarks
6. Live Q&A

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# Carlette KyserPegram

GROUP LEAD
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF SAFE AND SUPPORTIVE SCHOOLS
U.S. DEPARTMENT OF EDUCATION

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# Janelle Hughes

PROJECT DIRECTOR, READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER (REMS TA CENTER)

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

# Creating School Emergency Operations Plans That Address Gun Violence

## A COLLABORATIVE AND CYCLICAL PREPAREDNESS PROCESS

# NATIONAL PREPAREDNESS SYSTEM

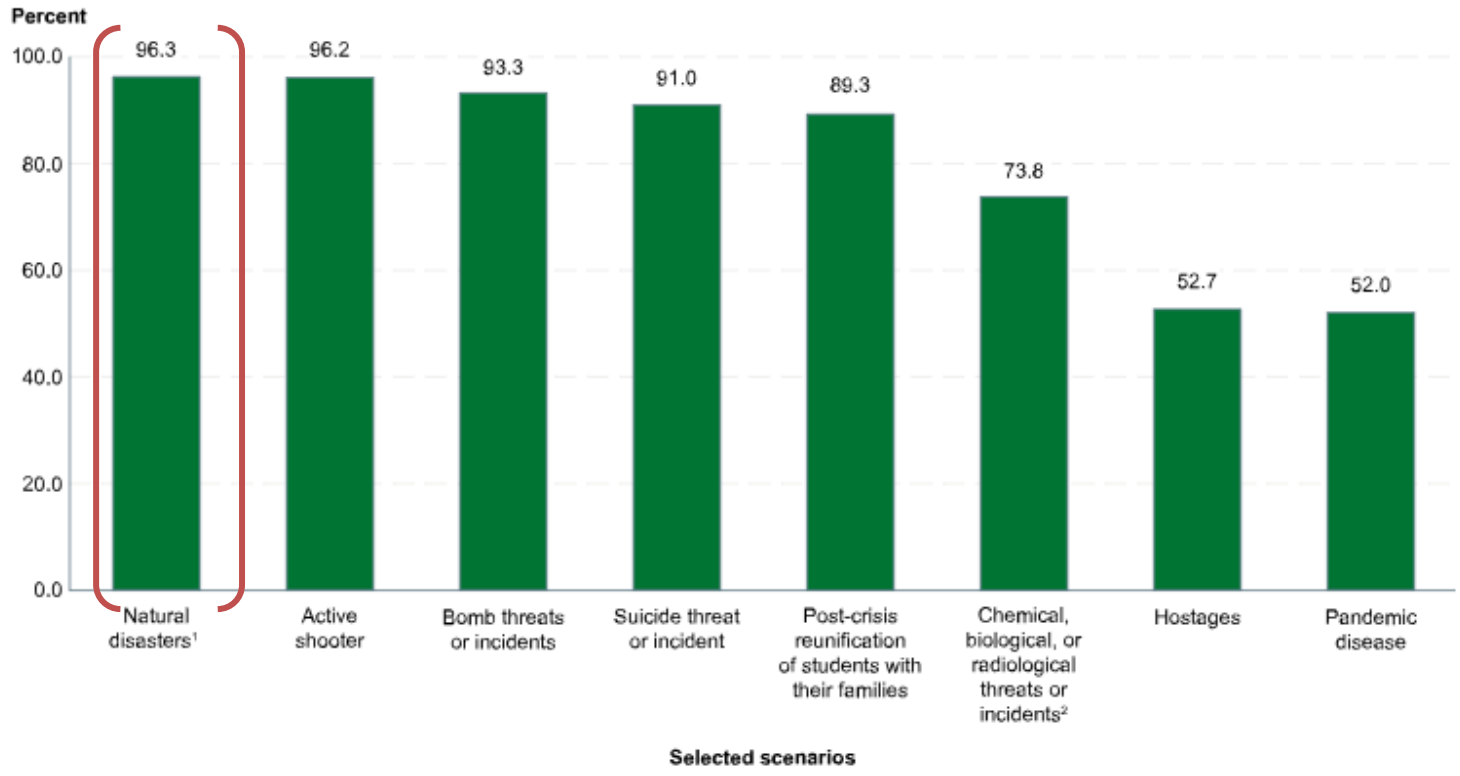
## FIVE MISSON AREAS

**Preparedness** means continually building capacity in the five mission areas of **prevention, mitigation, protection, response, and recovery** as well as promoting continuity and resilience.

# A LOOK AT
# WHAT THE RESEARCH TELLS US

Research shows that **schools are increasingly developing plans to prepare for, respond to, and recover from incidents of gun violence**.

*Percentage of public schools with a written plan for procedures to be performed in selected scenarios: School year 2019–20*




**SOURCE:** National Center for Education Statistics. (2022). Safety and Security Practices at Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved September 7, 2022, from https://nces.ed.gov/programs/coe/indicator/a19/school-reported-safety-practices.

# KEY PLANNING PRINCIPLES
## FOR EOP DEVELOPMENT

**The following principles are key to developing meaningful, comprehensive, high-quality school EOPs that reflect the unique school, school district, and community partners with a shared role in school safety.**

- Supported by leadership
- Uses assessments to customize
- Takes an all-hazards approach
- Provides for the whole school community
- Considers all settings and all times
- Uses a collaborative process

# SAMPLE MULTI-DISCIPLINARY PLANNING TEAM MEMBERSHIP

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## STUDENTS

### Leadership

- Board of Education
- District Superintendent
- District Core Planning Team
- School Administrator
- Department Heads, Principals

### Administration

- Business Department
- Human Resources Department
- IT Department
- Legal Services/Risk Management Team

### Communication

- Communications Department
- Public Information Officer

### Support

- Safety and Security Team (District Safety Chief Officer, School Safety Chief Officer, SROs)
- Facilities/Maintenance Team
- Food Services Coordinator
- Office/Reception Staff

### Student Services

- Medical Services (school nurse)
- Mental Health Services (school counselor, school psychologist, therapists)
- Food Programs Coordinator
- Homeless/Foster Care Services

### Transportation

- Logistics Department (warehouse, delivery)
- Transportation Department

# SAMPLE MULTI-DISCIPLINARY COMMUNITY PARTNERS

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**Local Community Partners**

- Local emergency management staff
- Emergency medical services (EMS) personnel
- Fire officials
- Local and community mental health practitioners
- Local hospitals
- Local law enforcement officers

**State Department of Education or SEA**

- SEA emergency management staff
- State school safety center staff
- School safety advisory committees

**State Community Partners**

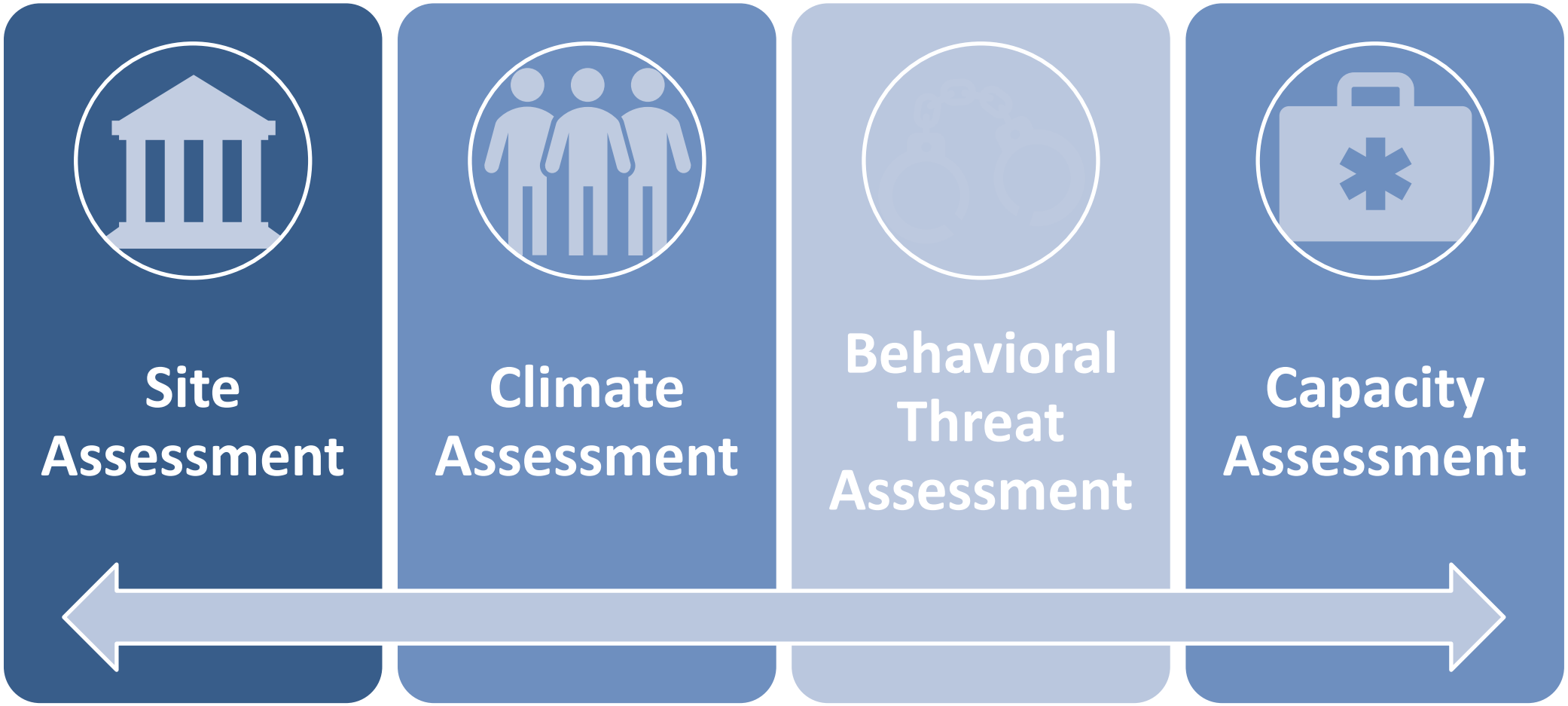
- State emergency management and homeland security officials
- State law enforcement officers
- Staff from the state department of fire or state fire marshal
- State department of health staff

**School Community**

- Families, parents, and guardians
- Community-based organizations

Develop **memoranda of understanding and agreements with community partners** to help build a seamless and sustainable preparedness partnership.

# USING ASSESSMENTS TO UNDERSTAND THE SITUATION



# EXPLORING THE VALUE OF
# SITE ASSESSMENTS

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**Site Assessment**

Situational Awareness — safety, accessibility, and preparedness of buildings and grounds.
This includes:

- Review of building egress/ingress controls, policies, and procedures
- Exterior building visibility
- Structural integrity of buildings
- Disability and functional needs access compliance
- Emergency vehicle access

# DETAILED LOOK AT THE SITE ASSESSMENT PROCESS

# EXPLORING THE VALUE OF CAPACITY ASSESSMENTS

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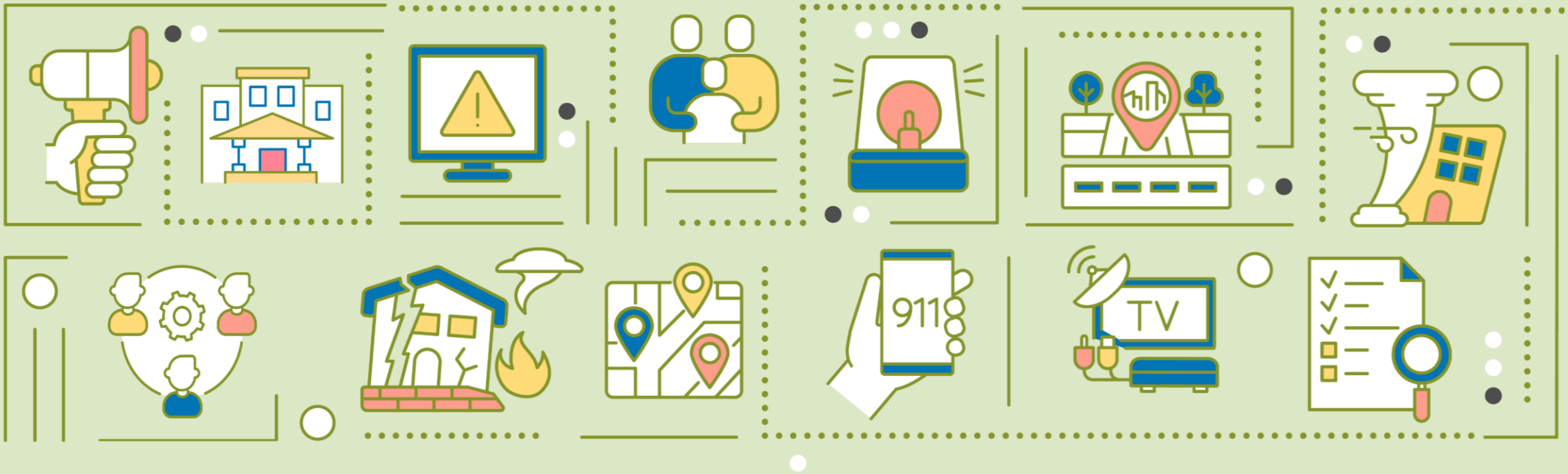
## Capacity Assessment

Understanding the capabilities of students and staff, as well as the availability and access to internal and external services and resources.



# DEVELOP AND CONTINUALLY UPDATE
# A GUN VIOLENCE ANNEX

A Gun Violence Annex should outline goals, objectives, and courses of action for all parties involved.

It should reference other functional annexes that will need to be activated in the event of an active shooter incident.

# TRAIN STAKEHOLDERS ON THEIR ROLES IN THE EOP

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- Hold a meeting
- Distribute materials
- Visit key locations
- Teach roles and responsibilities via exercise and drills
- Include community partners

# CONTACT US
## FOR YOUR EOP DEVELOPMENT NEEDS

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Phone Number:
1-855-781-REMS (7367)

Email Address:
info@remstacenter.org

X (Formerly Twitter):
@remstacenter

# Meet Our Panelists

Speaker bios are archived here: https://safesupportivelearning.ed.gov/Preventing-Addressing-Violence-Schools-Prepare

**Zaria Naqvi**
Student School Safety Advocate, MD

**Steve McElroy**
Director of Security
Westerville City Schools, OH

**Carlton Gerald**
Assistant Director, Security and Emergency Operations
Alexandria Public Schools, VA

**Kimberly Daubenspeck**
School Safety Director, Office of School Safety and Transportation, Tennessee Department of Education, TN

**Krista Curley**
Director, Project Prevent/ Mental Health,
McAlester Public Schools, OK

# Key Takeaways

- Prioritize Emergency Operations Plans (EOPs) which are essential to school safety.
- Create multi-disciplinary EOP development teams, including students.
- Review and update EOPs regularly.
- Conduct trauma sensitive drills to practice EOPs at least annually.
- Partner and coordinate with community-based service providers and law enforcement, including School Resource Officers.

# Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website: https://safesupportivelearning.ed.gov

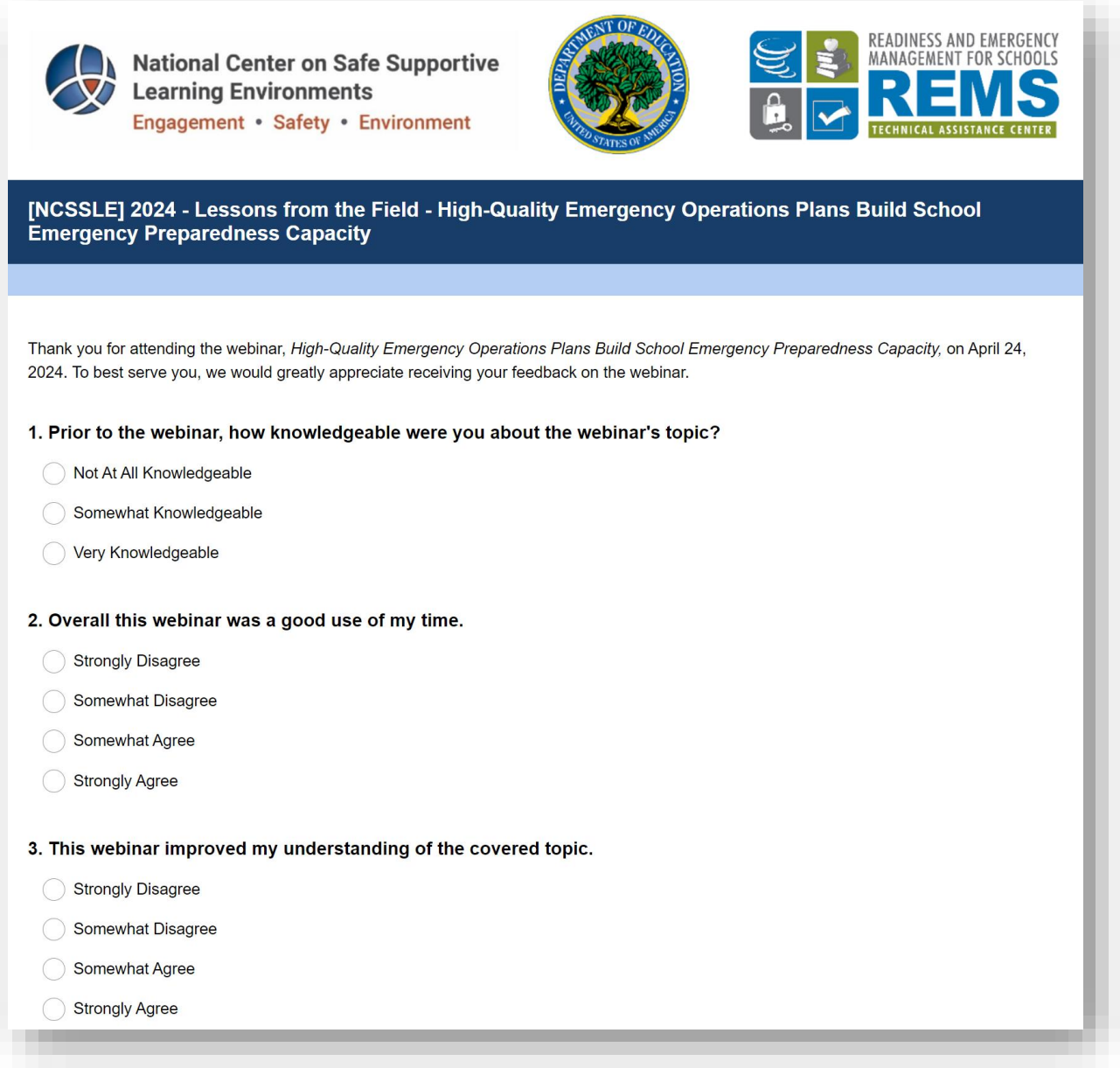
Best Practices Clearinghouse: https://bestpracticesclearinghouse.ed.gov/

**Topics for Upcoming Preventing and Addressing Violence in Schools Miniseries Events**

- **May 8:** Response
- **May 22:** Recovery

# Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION61



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**[NCSSLE] 2024 - Lessons from the Field - High-Quality Emergency Operations Plans Build School Emergency Preparedness Capacity**

Thank you for attending the webinar, *High-Quality Emergency Operations Plans Build School Emergency Preparedness Capacity,* on April 24, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

**1. Prior to the webinar, how knowledgeable were you about the webinar's topic?**

- ○ Not At All Knowledgeable
- ○ Somewhat Knowledgeable
- ○ Very Knowledgeable

**2. Overall this webinar was a good use of my time.**

- ○ Strongly Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Strongly Agree

**3. This webinar improved my understanding of the covered topic.**

- ○ Strongly Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Strongly Agree

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# Questions for the Panel