

Resources on the Role of Special Educators in School Safety Efforts

Access and/or Functional Needs (AFN) and Emergencies

[Ensuring Access and Functional Needs Are Met Before, During, and After Emergency Incidents Web Page](#) (REMS TA Center). Review this Web page to access resources related to ensuring the safety of those with access and/or functional needs (AFN) before, during, and after emergencies that impact schools.

[Addressing Access and Functional Needs \(AFN\) in School and Higher Education Emergency Operations Plans \(EOPs\) Webinar](#) (REMS TA Center). Watch this Webinar to learn about how to integrate considerations for AFN into emergency operations plans (EOPs) and how to engage in inclusive emergency preparedness planning.

[Integrating K-12 Students With Disabilities Into School Emergency Management Planning Fact Sheet](#) (REMS TA Center). Review this fact sheet for information and strategies for schools to use when planning for special needs and providing for students with disabilities before, during, and after an emergency.

[Emergency Evacuations: Planning for the Whole School Community Webinar](#) (REMS TA Center). Watch this Webinar to learn about how schools can meet the needs of students with disabilities before, during, and after emergency evacuations.

[Specialized Training Package: Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs Training Module](#) (REMS TA Center). Use this specialized training package module to take or deliver a training on integrating considerations for students with AFN in school safety planning and EOP development.

[HHS Child and Adolescent Health Emergency Planning Toolkit: Guidance for Addressing the Needs of Children and Youth With Special Health Care Needs](#) (U.S. Department of Health and Human Services, Administration for Strategic Preparedness and Response). Review this toolkit to learn strategies and access resources related to supporting children and youth with special health care needs before, during, and after emergencies. Much of the information provided in this toolkit is also applicable to children and youth with AFN who require unique considerations in school emergency management planning and EOP development.

[Helping Children With Disabilities Cope With Disaster and Traumatic Events Web Page](#) (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention). Read

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about how school staff can provide support to students with disabilities before, during, and after disasters or traumatic events.

[Disasters and Emergencies: Make a Plan — People With Disabilities Web Page](#) (U.S. Department of Homeland Security). Learn about considerations for preparedness and emergency management for individuals with disabilities, including those who are deaf or hard of hearing, are blind or have low vision, have a speech disability, and/or have an intellectual or developmental disability.

Emergency Operations Plan (EOP) Development

[The Role of Districts in Developing High-Quality School Emergency Operations Plans](#) (U.S. Department of Education, U.S. Department of Justice, U.S. Department of Health and Human Services, U.S. Department of Homeland Security). Review this *Guide* to learn about the specific roles and responsibilities for district-level administrators and staff in school EOP development and the six-step planning process.

[Guide for Developing High-Quality School Emergency Operations Plans](#) (U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency). Review this *Guide* to learn about the six-step planning process for schools to develop, revise, or review a school EOP.

[Implementing the National Incident Management System \(NIMS\): Practitioner-Oriented Strategies for Education Agencies Fact Sheet](#) (REMS TA Center). Read this fact sheet to learn more about NIMS and the important role it plays in school safety, security, emergency management, and preparedness (school safety), as well as how NIMS can be integrated with planning; the fact sheet also offers practitioners tips for supporting NIMS implementation with community partners.

[Emergency “Go-Kits” for K-12 Schools Fact Sheet](#) (REMS TA Center). Access this fact sheet for suggestions on creating emergency supply kits, which can enhance school preparedness.

[Emergency Classroom Quick Guide](#) (Los Angeles Unified School District). Review this guide to gather quick tips, procedures, and resources for exercises and drills.

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Hazard- and Threat-Specific

[Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks Fact Sheet](#) (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration). Read this fact sheet to gather strategies for helping children manage their stress during an infectious disease outbreak.

[Teacher Guidelines for Helping Students After an Earthquake Fact Sheet](#) (National Child Traumatic Stress Network). Read this guidance to learn the common reactions students have to earthquakes, how teachers and school staff can help them, and examples of self-care for school personnel after an earthquake.

[Teacher Guidelines for Helping Students After a Hurricane Fact Sheet](#) (National Child Traumatic Stress Network). Read this fact sheet to learn common reactions students may have after a hurricane, how teachers and school staff can help them, and examples of self-care for school personnel.

[Teacher Guidelines for Helping Students After a Tornado Fact Sheet](#) (National Child Traumatic Stress Network). Read this fact sheet to learn the common reactions students have to tornadoes, how teachers and school staff can help them, and examples of self-care for school personnel after a tornado.

General Resources

[Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers Fact Sheet](#) (U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration). Read this fact sheet to learn how to recognize common reactions of children after they experience a disaster or traumatic event.

[Listen, Protect, Connect — Model & Teach: Psychological First Aid \(PFA\) for Students and Teachers](#) (U.S. Department of Homeland Security, Federal Emergency Management Agency). Review this program to learn how to help students in times of disaster, school crises, or emergencies.

[The Role of Educators in Public Health Emergencies Webinar](#) (U.S. Department of Health and Human Services, Centers for Disease Control and Prevention). Review this Webinar to gather information on the valuable communication role of educators during public health emergencies.