

## *Clackamas County Sheriff's Office*

### **Task Force Members:**

Richard Evans, Craig Roberts, ~~Senator Betsy Johnson, Representative Jeff Barker,~~  
Eriks Gabliks, Dave Novotney, ~~Lindsey Capps,~~ Heidi Moawad, Geoff Spalding, ~~Ted~~  
~~Kunze,~~ Craig Roberts, Susan Graves, Peggy Holstedt, Matt Utterback, Reed  
Schwalbach, Mindy McCartt

### **Guests:**

Elisa Crebs, Tom Worthy, Susan Tait, Scott Winegar, Lisa Freiley, Mike Bloom, Kim  
Ybarra, Ken Wharton, Todd Felix, Jeremy Shaw, Sandy Flint, Beth Ann Steel and  
Mark McBride.

### **Meeting Notes:**

1. Welcome- Craig Roberts
  - Officially opened the meeting
  - FBI gave an update on an upcoming Active Shooter training in June 23 in Salem and June 24 in Bend. Both sessions are going to run from 8:30 to 5:00. Agenda is still being finalized. The FBI is hoping to complement what schools are already doing in the way of safety protocols. See handout (draft)
  - Approved March meeting minutes- Approved
  
2. Safe 2 Tell and Safe School Update- Lisa Freiley (PACE)
  - Went to Colorado and met with Safe2tell. See handout
  - Obligations are very similar to the Oregon statues
  - Two elements that they felt were important were anonymity and marketing
  - Highlights where
    - i. Trainings, communication, fliers, and posters are important
    - ii. Documentation and reporting
  - Any program that we look at ultimately needs to contain:
    - i. Tips must be directed to each local district in order to allow the district to conduct an investigation and determine whether or not conduct is occurring that is in violation of the district's policy.

- ii. There needs to be multiple methods for reporting and/or providing tips;
  - iii. Allow for anonymous tips;
  - iv. Incorporate a provision providing penalties and waiver of anonymity if an individual provides false information via the tip line.
- Conversation needs to happen around Local phone number vs. statewide number
  - Districts need enough detail to drive an investigation but not necessarily who said it.
  - Q: Are there criteria to determining a false report? A: reasonable belief or intent.
  - Some of the marketing that Colorado uses is that if you false report there will be consequences. There are a small number of false reports in Colorado.
  - Lines for Life collect the caller's data and store it, but it is only accessed when needed.
  - Colorado's cost estimate is \$300,000 dedicated budget. That does not include software. One director, 3 employees. About \$1 million a biennium. Calls are managed by the Colorado State Police.
  - Wyoming is also starting up a new system. There program is closer to \$600,000 and will be run through the criminal justice system.
  - Comment: Dave thought there might be a level of training needed for school administrators around how to react to the calls.
  - Q: How do we build off of what we currently have? A: We will need to do an RFP and include the need to incorporate current systems.
  - Concerns are going to be training costs and marketing costs.
  - Safe to tell is very willing to continue to assist us with moving something forward in Oregon.
  - An ultimate question is who pays for it?
3. RFI Findings- Tom Worthy and Susan Tait
- See PowerPoint
  - If you want more information please contact Mindy
4. Tip-Line- Rich Evans

- In Rich's opinion, this is the most important to move forward with over the database. We should be able to fast track this process and skip the RFI and go straight to an RFP.
  - Rich and Mitch think they can get this started before next school year.
  - Talked through the draft tip-line requirement document.
  - Mindy will be sending out the updated Tip-line requirements list for consideration.
  - Questions:
    - i. Would we allow private schools to buy in?
    - ii. What if we get a tip from a non-participating school
    - iii. Should this group think of a name?
    - iv. Local number vs. statewide number
    - v. Should it be mandatory that the vendor show law enforcement and education experience
  - Subcommittee members
    - i. Craig Roberts
    - ii. Rich Evans
    - iii. Tom Worthy/Mike Bloom
    - iv. Mitch Kruska
    - v. Lisa Freiley
5. US Department of Education Toolkit Update- Susan Graves
- See handouts and EOP guide
  - [www.Rems.ed.gov](http://www.Rems.ed.gov)
  - Offer several free trainings
  - EOP Assist- use this web-accessible software to assist schools in creating school safety plans
  - This site is consistently growing more and more resources
6. HB 2661 Update- Rich Evans
- Still in committee. We gave them the 4 terms.
  - Mitch added that we can let the bill pass as is and make the changes as needed in the rules.
7. Next Steps
- Subcommittee on Tip-line will meet and give an update at the May meeting

- Lisa Freiley is going to gather as much information as Colorado is willing to share and send out to the group.
- Reed talked to other teachers around school safety. A common theme for teachers is what to do when a teacher gets hit. There is an increased number of students with behavioral issues and decreased number of adults in the schools.
- Rich added at some point we need to make a decision around moving forward with an RFP for a floor plan database.
- We still need to work on the framework for the report.
- Sheriff Roberts discussed the availability of financial assistance for victims counseling. Kim Ybarra will be getting information out to the group and possible presentation for the next meeting.
- June meeting to be rescheduled so that members of this task force can be represented at the FBI training. Mindy will send out a doodle poll for July and August.



**June 23 – Salem | June 24 - Bend**

**FBI**

# **School Threats Gaps & Best Practices K-12 & Law Enforcement**

**School Shooters | Reunification | HIPPA & FERPA Legal Issues  
Threat Assessment | Crisis Prep & Planning | Training  
Case Studies | Communication | Partners | Unified Command**

From every day threats to active shooter incidents, Oregonians have learned that protecting our students requires a strong partnership between law enforcement & K-12 schools. Join us as we explore the latest research from the experts with the **FBI's Behavioral Analysis Unit** on threat indicators; get an in-depth look at the **Reynolds HS incident**, including lessons learned as law enforcement and school officials navigated the crisis; and discuss solutions to legal restrictions under **HIPPA/FERPA**. Participants will also work in teams to discuss **best practices** and **gaps** in the law enforcement/school relationship.

**Who: Superintendents, Principals,  
School Resource Officers, Law  
Enforcement Executives, Mental  
Health Teams, Risk Managers, PIO's, &  
Safety Directors**

**Cost: FREE**

## **To Register:**

- Register at [www.fbi.gov/portland](http://www.fbi.gov/portland)
- Deadline: June 19, 2015
- For more information, contact Special Agent Sandra Flint at (503) 460-8158 or [pd-training@ic.fbi.gov](mailto:pd-training@ic.fbi.gov).

**MEMORANDUM**



**TO: Governor's Statewide School Safety Taskforce**  
**FROM: Lisa M Freiley, Staff Counsel/Director of Labor & PACE Services**  
**SUBJ: Statewide Tip Line**  
**DATE: April 28, 2015**

Over the last several years the Legislature has taken an active role in identifying specific actions they want K-12 education to take to address harassment, intimidation and bullying in schools.

These steps are found in ORS 339.351 through 339.364 and include:

- (1) development of a policy prohibiting harassment, intimidation and bullying (including cyberbullying);
- (2) creation of a uniform procedure for reporting violations of the policy, which include a prompt investigation of any reports;
- (3) identification of the person responsible in each district to receive complaints about harassment, intimidation and bullying;
- (4) establishment of a process that allows for a student or volunteer to anonymously report violations of policy and
- (5) implementation of training programs for students and school employees regarding prevention and appropriate responses to harassment, intimidation and bullying.

In response to this PACE (Property Casualty Coverage for Education) started providing access to a tip line so K-12 education providers could comply with the State law requirements. The program allows reporting by phone, text or web. It also allows for anonymous reports. District are able to designate a specific person within in the District to receive the complaints. We have 25 districts which have implemented or in the process of implementing the program.

I was also able to connect with staff in Colorado and the Safe2Tell program and talk with them about how their program was structured and operated. The Colorado program also allows for phone, web and text reporting. Their experience is that about 60% of the reports coming via website and 40% by either phone or text.

The Safe2Tell system uses a statewide phone number and is funded at on a statewide basis.

Safe2Tell relies on anonymity which staff consider an essential component of any effective tip program. But, there is a provision within the enabling legislation that creates a felony if a person makes a false tip and this provision of the statute allows the anonymity provision to be waived.

The Safe2Tell program experienced as few as 100 tips in the first year; the number of tips grew to 2000 tips in the 2<sup>nd</sup> year and is up to 3200 tips this year.

The Colorado staff also stated that "marketing" and training of students has been essential in building the effectiveness of the program.

Any program which is ultimately implement in Oregon needs to contain the following components:

- (1) tips must be directed to each local district in order to allow the district to conduct an investigation and determine whether or not conduct is occurring that is in violation of the district's policy;
- (2) there needs to be multiple methods for reporting and/or providing tips;
- (3) allow for anonymous tips;
- (4) incorporate a significant "marketing" component either at a State and/or local level and
- (5) incorporate a provision providing penalties and waiver of anonymity if an individual provides false information via the tip line.

Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI		
		BOLDplanning	WASPC/PRI	4 QTRS Holdings
1. Please introduce your company...Market niche, market share, size.	<p>Three variables as specified at left. Other quantified metrics included.</p> <p>Related information about business partnerships, if relevant, also included as part of answer.</p>	<ul style="list-style-type: none"> <li>Exclusively in cloud-based planning tools for emergency operations and continuity of operations</li> <li>Meets Comprehensive Preparedness Guide 101, Federal Continuity Directive 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>Emergency preparedness statewide</li> <li>Public-private non-profit partnership<sup>1</sup></li> <li>Certified by US Dept. Homeland Security, NIMS STEP, National Preparedness Directorate, FEMA</li> <li>20 FTE, 4 full-time consultants, 1 part-time consultant</li> <li>16,000 facilities in 27 states</li> <li>4,000 joint preparedness planning engagements</li> </ul>	<p>Carahsoft</p> <ul style="list-style-type: none"> <li>Value-added reseller of decision support and situational awareness solutions</li> <li>Federal and state clients</li> <li>30+ years in business</li> <li>Revenue growth: 2004, \$3.4 million; 2011, \$1 billion; 2012, \$1.4 billion; 2013, \$1.8 billion; 2014, \$2.4 billion</li> </ul>

<sup>1</sup> WASPC is a 501(c) (3) non-profit that is also a "combination of units of local government" as authorized by Washington State Statute (RCW 36.28A.010). Governance is by a 15-member Executive Board, which voted to respond to requests from contiguous states.

<sup>2</sup> An RFP would need to request quotes, availability, accountability, and integration of these partners with the project effort.



Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI			
		BOLDplanning	WASPC/PRI	4 QTRS Holdings	Carahsoft
2. Please describe which states and countries <sup>3</sup> are using your product. How do they compare in size to the numbers described in section 1? Describe who the agencies are, and who their respective contacts are.	State and county clients, number of schools, and reference name and contact information.	<ul style="list-style-type: none"> <li>• Oregon (13 counties)</li> <li>• Washington</li> <li>• South Dakota<sup>4</sup></li> <li>• Vermont</li> <li>• Pennsylvania</li> </ul>	<ul style="list-style-type: none"> <li>• Washington</li> <li>• Minnesota</li> <li>• New York</li> <li>• North Carolina<sup>4</sup></li> <li>• Texas</li> </ul>	<ul style="list-style-type: none"> <li>• Washington</li> <li>• Texas</li> </ul>	<ul style="list-style-type: none"> <li>• Washington</li> <li>• Colorado</li> <li>• California</li> <li>• Pennsylvania</li> </ul>
3. For the nearest matching product you offer, describe what is similar and what is different to the project solution described in this RFI.	Compare-and-contrast response that discusses matches and non-matches.	<ul style="list-style-type: none"> <li>• COTS</li> <li>• 10 matches explicitly cited</li> </ul> <p><b>New ideas:</b></p> <ul style="list-style-type: none"> <li>• Hazard-specific action items<sup>5</sup></li> <li>• Online plan recommendation</li> </ul>	<p>Clear, point-by-point compare-and-contrast table, exactly as expected.<sup>6</sup></p> <p><b>New ideas:</b></p> <ul style="list-style-type: none"> <li>• Include exposure data to entrance, exit, and access points.</li> </ul>	<p>Repeats marketing material without including RFI specifications or explicit links to them.</p> <p>Unclear that the respondent understands the specified emergency scenarios.</p>	<ul style="list-style-type: none"> <li>• Immediately addresses the critical concern: managing hundreds of simultaneous real-time data requests and training issues.</li> <li>• 4 matches explicitly cited</li> </ul>

<sup>3</sup> County listings have been abbreviated due to volume.

<sup>4</sup> State of North Carolina has a significant record of quality distance education, using nationally known leader Jane Bozarth's approach for adult learning. This may be useful when reviewing training cost models in future. —analyst's note.

<sup>5</sup> This element would reduce risk for scenarios with simultaneous, multiple emergency scenarios by focusing on the response needed for a specific danger. See HB 4087 School Floorplan Database Task Force for School Safety slide "1. Plan for hazardous situations?" on multiple conflicting hazards.

<sup>6</sup> See section 5.2.3, starting on p. 7 of WASPC Response, for details.

Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI		
		BOLDplanning	WASPC/PRI	4 QTRS Holdings
		tool	<ul style="list-style-type: none"> <li>• Cost control &amp; options for progressive deployment.</li> <li>• Use available information on insurance rebates to support discount talks with PACE.</li> <li>• Explore how tabletop exercises reveal new user stories.</li> <li>• Role-based security offers a flexible way to deal with what happens when someone has to use a feature.<sup>7</sup></li> </ul>	Carahsoft
4. Given the requirements listed, what additional requirements would you expect to see, and why?	Feature suggestions that achieve the purpose of the RFI: information we should also be looking for <i>as scoped in the RFI.</i>	Good work on assumptions and planning. Report generation is out of scope. Unclear how	Added specific security layer regarding protection from public disclosure of data;	Question asks for input on a new requirement, and answer reiterates an existing requirement

<sup>7</sup> Respondent included details and an actual multi-building, multi-floor experience. See WASPC Response, pp. 35-36, for details on Feature 15.

Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI			
		BOLDplanning	WASPC/PRI	4 QTRS Holdings	Carahsoft
5. In addition to floor plans, safety protocols, geospatial data, and access points as described in section 1, what would you recommend including as data content?	Reiteration of the specifications at left. Qualifying discussion is a plus if it is in scope. Such discussion out-of-scope meets minimum, but is a negative if there's over-emphasis as measured by paragraph-length narrative or user scenarios that don't reflect the benefits.	extensive system modifications would be or the extent to which customization is configurable. Train-The-Trainer model is the expected model and vendor proposes directly managing this; these costs will be difficult to project and may not be something that can be justified.	drill and exercise program addresses customer interview finding and supports the necessary technical and procedural supports to make program succeed. A helpful user story extension regarding real-time information sharing may result in a new story or a modification to an existing story.	as new and expands with canned marketing collateral. Based on material, the answer implies that the feature sets reads as complete to the vendor.	wide situational analysis. Also suggests social media monitoring in the form of keyword searches in Twitter. The first idea has been discussed by the subcommittee as a potential enhancement once the main goal is achieved.
5. In addition to floor plans, safety protocols, geospatial data, and access points as described in section 1, what would you recommend including as data content?	Reiteration of the specifications at left. Qualifying discussion is a plus if it is in scope. Such discussion out-of-scope meets minimum, but is a negative if there's over-emphasis as measured by paragraph-length narrative or user scenarios that don't reflect the benefits.	Clear list of items and descriptions of intended content. Some elements appear optimistic when compared to customer interviews, suggesting useful follow-up if an RFP is pursued.	Suggests chemical release and explosive threat models and use of two types of site plans, which closes a gap that can happen when a specific situation involves multiple hazards and potentially	Introduced data covered by FERPA with an emotional tone that accords poorly with the question's intent and the explicit exclusion of FERPA.	Introduced Global Threat Intelligence data, which refines the 18 hazards into 24 categories. This might be useful if we ever go into the space of "who guards the guardians?" Some of the elements expose assumptions that we may want to document or treat

Qualifying Respondent Comparisons to RFI		Qualifying Respondent Comparisons to RFI	
Abbreviated question from RFI	Minimum Answer Expected	BOLDplanning	WASPC/PRI
			4 QTRS Holdings
			Carahsoft
			explicitly in an RFP or in the ODE's work standardizing language.
6. What are the different data types included in your schema? What are the main data elements?	Reiteration of one or more schema standards, proving only non-proprietary data types are used in the solution.	<p>Narrative summary covers major types. No list of types or field-level data names and descriptions offered.</p>	<p>conflicting responses. Very sophisticated response.</p> <p>Bulleated list summary introduced data type—Exposures—which applies to access points. This should be added to the RFI's list of data types and included in RFP if one is issued.</p> <p>Includes data types for school management, including FERPA, and itemizes product modules.</p> <p>Explicit GIS discussion of map layers—an excellent response given the importance of maps to the customer. Risk feeds discussion brought up a "curated alert" feature that might be good to explore in more detail.</p>
7. Please describe how you have trained staff in schools, education administration, police, fire, and other emergency responder groups. Specify what options you have made available, and how you will determine the optimum delivery of information to mixed audiences.	<p>Description of training should reiterate and reinforce deployment of releases to the field, but not be exclusively timed with them. Train-the-trainer model is expected. Lack of a Train-the-Trainer model is a negative for cost reasons.</p>	<p>Marketing material-driven response is light on procedural details and heavy on defined deliverables. Efficient, but not convincingly effective; seat count is not an acceptable metric for proving learned</p>	<p>Comprehensive response. Time estimates are plausible (and probably not what the State wants to hear, because casual discussion suggested 2-hr time blocks while the response reads as a 6-to-8 hr timeblock). Note that this can only be</p> <p>Includes the requested minimum of two training options, although description clarifies that there are actually four (depending on client need). Downloadable and always-available options fit nicely with the feature for downloading data, meaning that the</p>

HB 4087 RFI Vendor Responses Comparison Table

Abbreviated question from RFI		Minimum Answer Expected	Qualifying Respondent Comparisons to RFI			
			BOLDplanning	WASPC/PRI	4 QTRS Holdings	Carahsoft
8.	How does your approach to projects optimize the progressive release of versions into deployment? Do you use the same process when you are delivering a new release?	Ability to deploy working code in sections, enabling flexibility for a pilot release. Also useful for accommodating county schedules for other projects.	material. Kirkpatrick Level I achievement is not persuasive; Kirkpatrick III is what's needed.	addresses the major problem of versioned software for this audience: retraining. Clearly explains vendor's strategy minimizes this problem and describes relevant ongoing development. A general question about ongoing development should be added to an RFP, if an RFP goes forward.	established once an instructional design plan using 5-pt objectives is mapped out. This is not a serious gap, in the analyst's opinion.	training itself will use some of the actual features of the solution, not simulations.
9.	Please describe your	Show that development,	Spare and clear	Spare and clear	Answer expands on	Spare and clear

<sup>8</sup> The analyst has had experience with this model (commonly called "agile-within-waterfall"), as well as waterfall. She recommends it, since it makes project execution more transparent, exposes problems quickly, and has significant cost and risk controls embedded in its reporting discipline.

Qualifying Respondent Comparisons to RFI			
Abbreviated question from RFI	Minimum Answer Expected	BOLDplanning	WASPC/PRI
release management environment.	QA, user acceptance, and deployment environments are segregated and optimized for their purposes. Three of these are required (dev, QA, and deployment).	response exposes a question about if, when, and how user acceptance testing (UAT) fits into the vendor's release management plan and what distinguishes UAT from quality assurance testing (QAT).	response could have more detail, but is within expectation for an RFI. A more substantive response would be expected in an RFP.
			4 QTRS Holdings
			Carahsoft
10. How do you ensure your system is both flexible and secure? What approach do you use when testing emergency response systems? How do you plan tests prior to deployment?	This question is a probe of the previous one, with focus on quality and reliability. How much can we trust your test results? How visible & collaborative is that process?	Specific processes, templates, and configuration options are available, but examples or stories of usage are not cited.	material introduced by previous question and answer. Scope is appropriate for RFI.
			response with hints at user acceptance test as part of the management. Probing explicitly on the role of user acceptance in overall quality assurance would be helpful.
			Specifies the process for testing in the context of moving code, which is reasonable since moving code among environments often exposes problems not found in straightline whitebox and blackbox testing. The test environment itself
			References CJIS & NCIC security policies and a layered security strategy for Windows. Each application has its own security—very good for the benefits and features on partial shutdowns in case of breach. Recapitulates some
			Specifies algorithms, security architecture model elements, and transmission protocols, and how these work together in a comprehensive and clear manner. Suggests that technical communications

Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI		
		BOLDplanning	WASPC/PRI	4 QTRS Holdings
			will be handled well. <sup>9</sup>	Carahsoft is secured behind a firewall and must be accessed via VPN.
11. How do you benchmark reliability, availability, and responsiveness?	Five nines for uptime is a plus, and turnaround for trouble tickets. References to challenges obtaining this data is also helpful.	Described Service Level Agreement at two nines level. Not clear if this is the limit of uptime availability.	Not clear what the benchmarks are, although the implication of “unusual activity” shows there is an assumed activity benchmark. RFP questions should probe for details.	Described a clear and frequent process, but not specific absolute benchmarks (such as five nines). <sup>10</sup>
12. What challenges can be expected when incorporating smartphone, phablet, and other leading technologies with legacy systems?	What challenges are expected, or why they aren't. In both cases, a story about a challenge overcome is a strong plus.	States there are no challenges.	Concise and clear discussion of challenges resolved as well as a pending challenge. A follow-up probe on iPad should be in an RFP question, since a customer mentioned the technology	Concise discussion of issues related to integrating legacy code. Cites previous integrations of leading and legacy technologies without detail.

<sup>9</sup> See BOLDplanning response, p. 27. The narrative, if converted into a table for RFP respondents to fill out, would help “normalize” responses so that they could be more easily compared.

<sup>10</sup> The cited relative benchmarks suggest that a simple benchmark is possible, either as an algorithm or as a constant value.



Qualifying Respondent Comparisons to RFI		Qualifying Respondent Comparisons to RFI	
Abbreviated question from RFI	Minimum Answer Expected	BOLDplanning	WASPC/PRI
			4 QTRS Holdings
			Carahsoft
13. Are you willing to set up a software escrow in the event of a business disruption?	Yes. The committee agreed this is a non-negotiable point.	Agreed and confirmed as expected practice.	specifically as one in current use.  Will comply.
14. Why do you believe your product or system is the right choice for this solution?	Answers the question, why should we partner with you? A good answer includes the marketing content concentrated in this area and in the cover letter and summary, but not repeated elsewhere.	Answer relies on marketing statements without engaging the RFI specifically.	Answer reiterates marketing positioning and emphasizes that solution is not limited to K-12 facilities and issues. This concern is not a relevant concern for purposes of evaluating the response. We believe the problem is similar enough.
15. Based on the	The reasonable answer is	\$336,800 for	\$352,000 fixed cost  "It is not possible to "It is very difficult to

<sup>11</sup> Merits a follow-up question regarding whether source code would be released upon progressive deployment, which fits the project management model Carahsoft documents. The RFP question would be something like this: For each release, will source code be available for state to retain, and if so, under what terms and conditions? If not, what can you offer in the event of a business disruption? A small company with notable success is not likely to take the risk of having its crown jewels lost, and may be able to address the state's interests in another way.



HB 4087 RFI Vendor Responses Comparison Table

Qualifying Respondent Comparisons to RFI					
Abbreviated question from RFI	Minimum Answer Expected	BOLDplanning	WASPC/PRI	4 QTRS Holdings	Carahsoft
information included in section 1, what are your cost projections? How do you calculate it? What are your assumptions?	that this can't be done on the information provided. A good answer shows how the costs will be calculated in a template form, and include polite acknowledgements that the question is unanswerable without more detailed data. Listing the data needed to answer it is a plus.	project, \$260,000 for subscription renewal	estimate per year, with \$99/school per month phased in quarterly. See following table for year-by-year cost projections.	provide exact pricing as the number of facilities, systems to integrate and other details were not provided. Pricing is based on the number of schools. The more schools the lower the per school rate."	provide cost projections at this time. We require further information in order to provide a definitive price quote...the pricing is based on number of users. Also, any integration of client legacy systems or data would incur extra costs..." <sup>12</sup>
<b>Evaluation of the Responses for RFI Question 15</b>					
	The expected answer is that this can't be done on the information provided. A good answer shows how the costs will be calculated in a template form, and include polite acknowledgements that the question is unanswerable without more detailed data. Listing the data needed to	Surprisingly precise answer seems hard to evaluate. <ul style="list-style-type: none"> <li>Did not provide cost calculation template.</li> <li>Did provide high-level cost breakout.</li> </ul>	Surprising yet reasonable answer based on verifiable numbers, with the appropriate caveats in more detail with assumptions well-documented. <ul style="list-style-type: none"> <li>Provided cost calculation</li> </ul>	Meets the definition of the expected answer with a fee structure and high-level options that would frame discussion. <ul style="list-style-type: none"> <li>Did not use numbers provided in RFI to provide a</li> </ul>	Meets the definition of the expected answer with a subscription-based model. <ul style="list-style-type: none"> <li>Did not provide cost calculation template.</li> <li>Did not use numbers provided in RFI to provide a</li> </ul>

<sup>12</sup> This is not a surprise, and in an RFP, it would be useful to provide a template for respondents to complete with their cost projections. This would make it easier to ensure respondents deliver numbers in categories that agree with how the state tracks these costs and with proper budget allocation as well.

Abbreviated question from RFI	Minimum Answer Expected	Qualifying Respondent Comparisons to RFI			
		BOLDplanning	WASPC/PRI	4 QTRS Holdings	Carahsoft
	answer it is a plus.	<ul style="list-style-type: none"> <li>Assumptions provided were not on-point.</li> </ul>	template. <ul style="list-style-type: none"> <li>Provided assumptions.</li> <li>Compared Washington State and Oregon State districts, Schools, ESDs, Municipal LE, Sheriffs, and Fire agencies.</li> </ul>	a budget estimate. <ul style="list-style-type: none"> <li>Did provide information needed for estimation.</li> </ul>	budget estimate.

**Washington Association of Sheriffs and Police Chiefs Year-by-Year Cost Projections**

Year-by-Year	Estimate
Year 1	\$640,090
Year 2	\$1,101,034
Year 3	\$1,561,978
Year 4	\$2,022,625
Four-Year Total	\$5,325,727

The following assumptions apply to the WASPC table:

- All 1476 public schools will be mapped over a four-year implementation schedule.
- An additional 25 schools will be added each year subsequent to the first year
- An average of 97 schools will be mapped each quarter, on a regular schedule approximating 97 schools per quarter.
- Once the state is fully mapped, the estimated annual cost for the fifth year is \$2,212,705.
- These numbers will change if assumptions are added or changed, and they are not hard quotes. Hard quotes would come from an RFP.

## **Tip Line Requirements List**

### **Assumptions**

1. K-12 Only
2. Public and Charter schools
3. Statewide implementation
4. Sustainable Funding is available or will be acquired
5. Anonymous or named reports are accepted
6. Includes regular reporting of use statistics and other metrics as well as ad hoc reports provided within XX business days (Service Level Agreement) acceptable to client
7. Invoice based billing

### **Vendor Requirements**

- Capacity /Volume of calls able to accommodate statewide use
- Costing Models and affordability
- Protocols required to meet the needs of the client including but not limited to:
  - Policies
  - Procedures
  - Follow up and notifications
- Hiring standards/Experience for staff
- 24/7 operation and availability
- Media types for transactions
  - Phone
  - Email
  - Text
  - Common Social Media with ability to evolve with trends
- Training for users/consumers and school points of contact
- Marketing materials provided by vendor
- Branding and naming at the discretion of the client
- Bilingual capabilities required (English, Spanish, Russian) Others?

- Reporting
  - Quarterly metrics reports of system use, how accessed, others
  - Ad Hoc reporting required (at added cost considered)
  - Output based
- Multiple Types of calls accepted and appropriately assigned/delegated
  - Threats (all)
  - Bullying
  - Suicidal
  - Sexual Harassment
  - Alcohol and Drug Helpline
  - Others
- Fully hosted system with little to no Technology investment by the state
- Financially secure company or organization
- Ability to demonstrate competence in the area with other clients in similar circumstances

DRAFT



# Building Blocks to School Safety

A Toolkit for Schools and Districts  
for Developing High-Quality  
Emergency Operations Plans



U.S. Department of Education  
Office of Safe and Healthy Students  
Readiness and Emergency Management for Schools (REMS)  
Technical Assistance (TA) Center



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

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. **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).**

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.

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 facilitate the dissemination of information on school emergency management, ED's Office of Safe and Healthy Students (OSHS) 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 EOPs and in the implementation of comprehensive emergency management planning efforts, including dissemination of the *School Guide* and supporting resources, such as this Toolkit.

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

## About This Toolkit

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*. 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:

- **REMSExpress (Volume 5, Issue 2, 2014): Principles for Creating a High-Quality School Emergency Operations Plan:** This REMS TA Center publication shares key planning principles for consideration in EOP development.
- **REMSExpress (Volume 5, Issue 4, 2014): K-12 Six-Step Planning Process:** This REMS TA Center publication provides an overview of the Six-Step Planning Process recommended for EOP development in the Federal *School Guide*.
- **Six-Step Planning Process Overview:** This diagram presents the planning process recommended for EOP development by the Federal *School Guide*.
- **Checklist of Steps in Planning Process:** This document offers an overview of all of the steps in the recommended Six-Step Planning Process from the Federal *School Guide*.
- **REMS TA Center Marketing Flyer:** This document offers an overview of the REMS TA Center and the services, products, and information it provides to the field.
- **REMS TA Center Informational Resources for K-12 Schools, by Topic:** This document provides an overview of resources developed and offered by the REMS TA Center; it is organized based on relevant topics in school emergency management.
- **EOP ASSIST® Product Description:** This document provides a description of this free web-accessible software application, which was designed to help school and district administrators and emergency management personnel create or revise school EOPs.

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 or email. Thank you for your continued commitment to school safety. Consider us partners in school emergency preparedness.

Thank you,

Bronwyn Roberts, Project Director  
REMS TA Center

# REMS Express

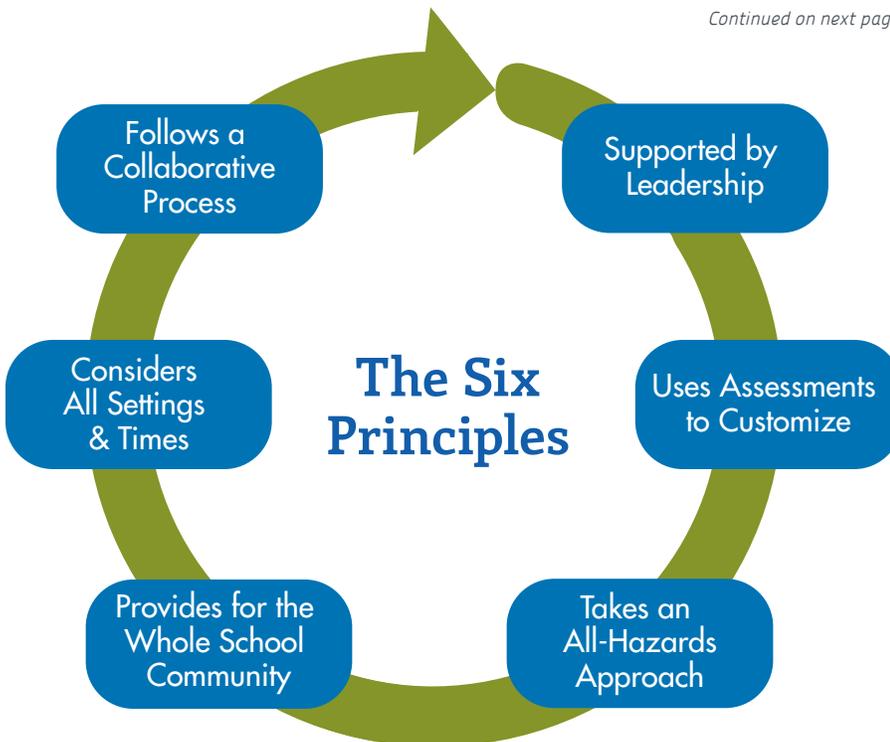
Volume 5, Issue 2, 2014



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

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

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The REMS TA Center supports schools, school districts, and institutions of higher education in developing and implementing comprehensive emergency operations plans. For additional information about school and higher education emergency management topics, visit the REMS TA Center at <http://rems.ed.gov>.



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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**

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,

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# 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>

*Continued from previous page*

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

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;
- 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.

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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

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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.

Everyone has expertise to contribute — from leaders, administrators, facilities managers, educators, and counselors to school psychologists, nurses, students, and families. When combined, these different perspectives can greatly enhance preparedness and strengthen the Six-Step Planning Process recommended in the *School Guide*, which is the subject of *REMS Express*, Vol. 5, Issue 2, 2014. For example, facilities personnel have a wealth of knowledge about the building structure and campus layout, security systems, and heating, ventilation, and air conditioning systems. Their knowledge and participation will benefit multiple assessment efforts and serve as a foundation for the development of critical annexes or supplements to a school EOP. These include lockdown, shelter-in-place, and threat- and hazard-specific annexes that address issues such as how to prepare for and respond to a chemical spill. Furthermore, it is likely that many of these officials will have a role in the response and recovery efforts.

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.

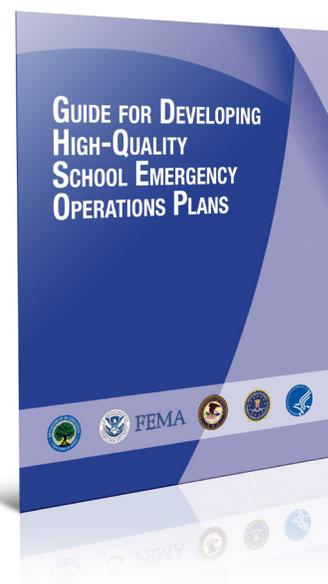
## The Goal: A High-Quality School EOP

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.

## 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>.

Click on the picture to access an at-a-glance version of the *School Guide*, which provides details about the process and principles, as well as plan content, functional annexes, and threat- and hazard-specific annexes.



<http://rems.ed.gov>

This *REMS Express* publication was produced by the REMS TA Center with the assistance of Susan Graves, Safety Coordinator for the Lincoln County School District in Newport, Oregon. This publication was funded by the U.S. Department of Education's Office of Safe and Healthy Students under contract number GS-02F-0022X with Synergy Enterprises, Inc. The contracting officer's representative is Madeline Sullivan. All hyperlinks and URLs were accessed July 2014.



# REMS Express

Volume 5, Issue 4, 2014



## 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

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# Form A Collaborative Planning Team



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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 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.

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## 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 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 <http://devremsr2.seiservices.com/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

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# Threat or Hazard: Fire

<b>GOAL</b>	<b>BEFORE</b> Prevent a fire from occurring on school grounds	<b>GOAL</b>	<b>DURING</b> Protect students and staff from injury by fire or smoke	<b>GOAL</b>	<b>AFTER</b> Restore a safe and healthy learning environment
	<b>OBJECTIVES</b> Provide fire prevention training to all students and staff  Store combustible materials in fireproof containers  Conduct regular OSHA assessments		<b>OBJECTIVES</b> Evacuate all persons from the building immediately  Account for all persons  Address medical health needs		<b>OBJECTIVES</b> Repair and clean up the physical environment  Address mental health needs  Communicate with stakeholders

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 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

Continued on next page

# 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

**OBJECTIVE** Notify all students and staff to follow shelter-in-place protocol

**COURSES OF ACTION**

- 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

**OBJECTIVE** Provide immediate medical support before rooms are sealed

**COURSES OF ACTION**

- Deliver inhalers to designated students
- Move medically fragile students to health room
- Discreetly remind teachers of medical protocols

**OBJECTIVE** Seal rooms within 3 minutes of notification

**COURSES OF ACTION**

- Close all windows and doors
- Seal gaps with wet towels
- Cover all openings to outdoors with plastic sheeting and tape

**OBJECTIVE** Turn off HVAC system within 3 minutes of notification

**COURSES OF ACTION**

- Shut down master HVAC system for main building
- Shut down auxiliary HVAC system for gymnasium
- Close individual unit ventilators in portable classrooms

*Continued from previous page*

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.

*Continued on next page*

# QUICK REFERENCE GUIDE TO AN EMERGENCY

## LOCKDOWN

1. Lock doors and windows.
2. Turn off lights.
3. Everyone on the floor and quiet.
4. Do not admit anyone.

## EVACUATION

1. Evacuate the building.
2. Be prepared to take alternate route.
3. Gather in assembly areas.
4. Account for all students and staff.

## SHELTER-IN-PLACE

1. Close windows and doors.
2. Seal gaps with wet towels.
3. Turn off HVAC systems.
4. Cover all openings to outdoors with plastic sheeting and tape.

Continued from previous page

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.

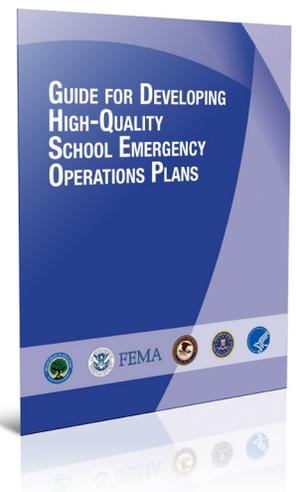
## The Outcome: A High-Quality School EOP

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.

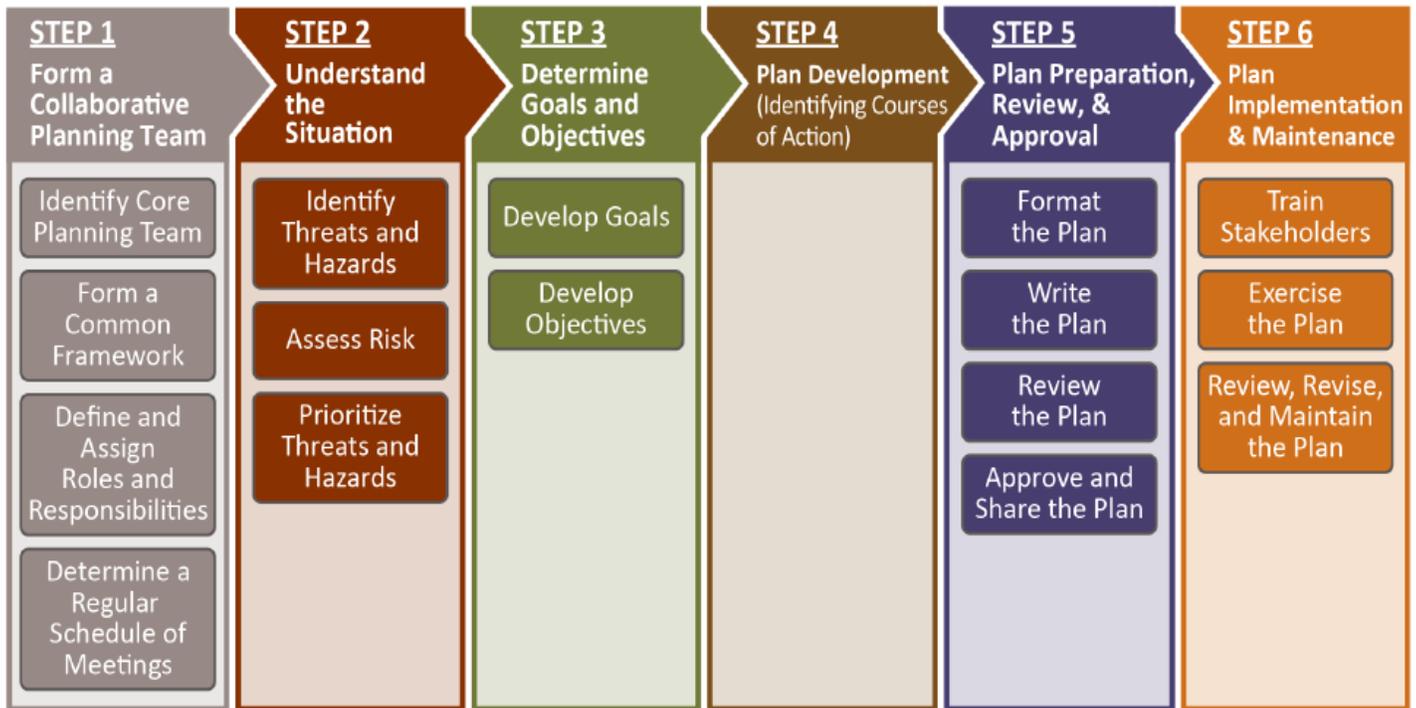
## Where to Find Additional Resources

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>.

Click on the picture to access an at-a-glance version of the *School Guide*, which provides details about the planning process and principles, as well as plan content, functional annexes, and threat- and hazard-specific annexes.



## Six-Step Planning Process for Developing a High-Quality School EOP



# Guide for Developing High-Quality School Emergency Operations Plans Checklist

Each school day, our nation's schools 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 to keep their children and youths safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school emergency operations plan (EOP).

This checklist summarizes key elements that will help schools develop a systematic approach to developing an EOP. The full process of creating an EOP is discussed in detail in the *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*, published in 2013 by the U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. The *School Guide* is available at: <http://rem.ed.gov/GuideK12.aspx>.

In order to identify current gaps in your school EOP planning process, as well as the EOP itself, please fill out the checklist below. Place a checkmark in the appropriate table row for key planning processes or plan elements that you and/or your planning team have undertaken or included in your EOP. Do not mark planning processes or plan elements as completed unless you have addressed all components for a particular process or element.

For example, the table row for **Step 1: Form a Collaborative Planning Team** cannot be filled until you are able to place a checkmark within **all** of the following table rows:

1. Identify Core Planning Team
2. Form a Common Framework
3. Define and Assign Roles and Responsibilities
4. Determine a Regular Schedule of Meetings

**Guide for Developing High-Quality School Emergency Operations Plans—Checklist**

<i>Activity – The Planning Process</i>	<i>Activity Completed</i>
<b>Step 1: Form a Collaborative Planning Team</b>	
1. Identify Core Planning Team	
2. Form a Common Framework	
3. Define and Assign Roles and Responsibilities	
4. Determine a Regular Schedule of Meetings	
<b>Step 2: Understand the Situation</b>	
1. Identify Threats and Hazards	
2. Assess Risk	
a. Site Assessment	
b. Culture and Climate Assessment	
c. School Threat Assessment	
d. Capacity Assessment	
3. Prioritize Threats and Hazards	
<b>Step 3: Determine Goals and Objectives</b>	
1. Develop Goals	
2. Develop Objectives	
<b>Step 4: Plan Development (Identifying Courses of Action)</b>	
1. Identify Courses of Action	
a. Depict the scenario	
b. Determine the amount of time available to respond	
c. Identify decision points	
d. Develop courses of action	
2. Select Courses of Action	
3. Does your plan comply with the Americans with Disabilities Act (ADA)?	
<b>Step 5: Plan Preparation, Review, and Approval</b>	
1. Format the Plan	
2. Write the Plan	
3. Review the Plan	
4. Approve and Share the Plan	
<b>Step 6: Plan Implementation and Maintenance</b>	
1. Train Stakeholders	
a. Hold a meeting	
b. Visit evacuation sites	
c. Give involved parties appropriate and relevant literature on the plan, policies, and procedures	
d. Post key information throughout the building	
e. Familiarize students and staff with the plan and community partners	
f. Train staff on the necessary skills to fulfill their roles	

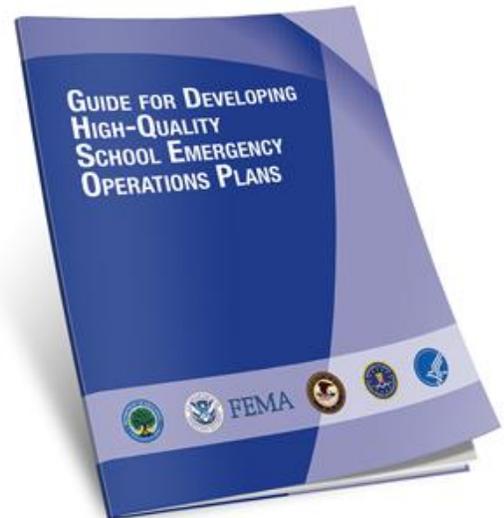
**Guide for Developing High-Quality School Emergency Operations Plans—Checklist**

<b>Step 6: Plan Implementation and Maintenance (continued)</b>	
2. Exercise the Plan	
a. Tabletop exercises	
b. Drills	
c. Functional Exercises	
d. Full-scale exercises	
3. Review, Revise, and Maintain the Plan	
<b>Activity – Plan Content (The Basic Plan)</b>	<b>Activity Completed</b>
1. Introductory Material	
a. Cover Page	
b. Promulgation Documentary Signature Page	
c. Approval and Implementation Page	
d. Record of Changes	
e. Record of Distribution	
f. Table of Contents	
2. Purpose and Situation Overview	
3. Concept of Operations	
4. Organization and Assignment of Responsibilities	
5. Direction, Control, and Coordination	
6. Information Collection, Analysis, and Dissemination	
7. Training and Exercises	
8. Administration, Finance, and Logistics	
9. Plan Development and Maintenance	
10. Authorities and References	
<b>Activity – Functional Annexes Content</b>	<b>Activity Completed</b>
1. <b>Evacuation Annex</b>	
2. <b>Lockdown Annex</b>	
3. <b>Shelter-in-Place Annex</b>	
4. <b>Accounting for All Persons Annex</b>	
5. <b>Communications and Warning Annex</b>	
6. <b>Family Reunification Annex</b>	
7. <b>Continuity of Operations (COOP) Annex</b>	
8. <b>Recovery Annex</b>	
a. Academic Recovery	
b. Physical Recovery	
c. Fiscal Recovery	
d. Psychological and Emotional Recovery	
<b>Activity – Threat-and Hazard-Specific Annexes</b>	<b>Activity Completed</b>
1. <b>Natural Hazards</b>	
2. <b>Technological Hazards</b>	
3. <b>Biological Hazards</b>	
4. <b>Adversarial, Incidental, and Human-caused Threats</b>	

Activity – A Closer Look	Activity Completed
<b>1. Information Sharing</b>	
a. Family Educational Rights and Privacy Act (FERPA)	
b. Health Insurance Portability and Accountability Act of 1996 (HIPAA)	
<b>2. Psychological First Aid for Schools (PFA-S)</b>	
<b>3. School Climate and Emergencies</b>	
a. Conduct a Comprehensive Needs Assessment	
b. Use Multi-Tiered Interventions and Supports	
c. Promote Social and Emotional Competencies	
<b>4. Active Shooter Situations</b>	
a. Preparing for an <b>Active Shooter Situation</b>	
i. Planning	
ii. Sharing Information With First Responders	
b. Exercises	
c. Preventing an <b>Active Shooter Situation</b>	
d. Threat Assessment Teams	
e. Responding to an <b>Active Shooter Situation</b>	
i. Respond Immediately	
ii. Run	
iii. Hide	
iv. Fight	
f. Interacting With First Responders	
g. After an <b>Active Shooter</b> Incident	

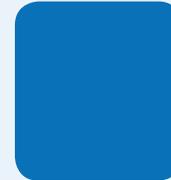
### **An Overview of the School Guide**

On June 18, 2013, the White House released the Federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*. The *School Guide* aligns with and builds upon years of emergency planning work by the Federal government and is the first joint product of DHS, DOJ, ED and HHS on this critical topic. It 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.





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



P R E V E N T  
P R O T E C T  
M I T I G A T E  
R E S P O N D  
R E C O V E R

## 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.



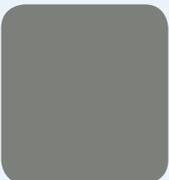
### What is the REMS TA Center?

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



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





## 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 new Federal guidance on developing a high quality school EOP, visit <http://rems.ed.gov/K12GuideForDevelHQSchool>.



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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### REMS TA Center Informational Resources for K–12 Schools, by Topic

#### Planning Resources

#### The Five Preparedness Missions

#### PREVENTION, PROTECTION, MITIGATION, RESPONSE, RECOVERY

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Website	<a href="#">Related Resources (PPD-8)</a>

#### Planning Elements

#### ALL-HAZARDS PLANNING AND USING ASSESSMENTS TO CUSTOMIZE PLANS TO THE BUILDING LEVEL

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan</a>
Webinar	<a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
Interactive Tool	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
TA Center Website	<a href="#">Related Resources (Planning Principles)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Planning Elements (continued)

#### EMERGENCY PLANNING FOR PERSONS WITH DISABILITIES

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan</a>
Webinar	<a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Packages	<a href="#">Integrating the Needs of Students and Staff with Disabilities and Other Access and Functional Needs</a> <a href="#">Overview of the Six Step Planning Process</a>
Interactive Tools	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
TA Center Tool Box	<a href="#">Planning Guidelines</a>
TA Center Website	<a href="#">Related Resources (Planning Principles)</a>

#### PARTNERSHIP BUILDING/COMMUNITY COLLABORATION

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan</a>
Webinars	<a href="#">Developing High-Quality School EOPs: A Collaborative Process (October 2014)</a> <a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
Interactive Tool	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
Community of Practice	<a href="#">Developing High-Quality EOPs for Schools</a>
TA Center Website	<a href="#">Related Resources (Planning Principles)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Planning Elements (continued)

#### PLANNING THAT CONSIDERS ALL SETTINGS AND TIMES

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">Lessons Learned—Emergency Management Planning for After-School Programs Focus: Napa County Office of Education</a> <a href="#">REMSExpress—Principles for Creating a High-Quality School Emergency Operations Plan</a>
Webinar	<a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Courses	<a href="#">School EOPs In-Depth: Planning for Large Events</a> <a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Packages	<a href="#">Large Event Planning</a> <a href="#">Overview of the Six Step Planning Process</a>
Interactive Tools	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
TA Center Tool Box	<a href="#">Planning Guidelines</a>
TA Center Website	<a href="#">Related Resources (Planning Principles)</a>

### Planning Process

#### FORMATION OF A SCHOOL PLANNING TEAM

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—K–12 Six Step Planning Process</a>
Webinar	<a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
Interactive Tools	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
TA Center Website	<a href="#">Related Resources (Step 1: Form a Collaborative Planning Team)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Planning Process (continued)

#### CAPACITY ASSESSMENTS

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Website	<a href="#">Related Resources (Step 2: Understand the Situation)</a>

#### CULTURE AND CLIMATE ASSESSMENTS

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">How Positive School Climate Can Enhance School Safety (September 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Website	<a href="#">Related Resources (Step 2: Understand the Situation)</a>

#### SITE ASSESSMENTS

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Tool Box	<a href="#">Checklists</a>
TA Center Website	<a href="#">Related Resources (Step 2: Understand the Situation)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Planning Process (continued)

#### THREAT ASSESSMENTS OF INDIVIDUALS

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Threat Assessment in Schools: Basics and Benchmarks</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Website	<a href="#">Related Resources (Step 2: Understand the Situation)</a>

#### PROCESS FOR PRIORITIZING THREATS AND HAZARDS

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—K–12 Six Step Planning Process</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
Interactive Tools	<a href="#">EOP ASSESS</a> , <a href="#">EOP ASSIST</a> , and <a href="#">EOP EVALUATE</a>
TA Center Website	<a href="#">Related Resources (Step 2: Understand the Situation)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Planning Process (continued)

#### SCENARIO-BASED PLANNING

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—K–12 Six Step Planning Process</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
Community of Practice	<a href="#">Using Scenario-Based Planning</a>

#### DRILLS AND EXERCISES

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—K–12 Six Step Planning Process</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Overview of the Six Step Planning Process</a>
TA Center Tool Box	<a href="#">Checklists</a> , <a href="#">Drills</a> , <a href="#">Tabletops</a> , or <a href="#">Other Exercises</a> , <a href="#">Reports</a> , and <a href="#">Templates</a>
TA Center Website	<a href="#">Related Resources (Step 6: Plan Implementation and Maintenance)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Additional Planning Topics

#### PSYCHOLOGICAL FIRST AID

Publications	<a href="#"><i>Guide for Developing High-Quality School Emergency Operations Plans</i></a> <a href="#"><i>Success Stories—Psychological First Aid for Students and Teachers: Listen, Protect, Connect—Model &amp; Teach</i></a>
Webinars	<a href="#">Implementing Psychological First Aid in School and Postsecondary Settings (August 2013)</a> <a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer</a> <a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator</a>
TA Center Website	<a href="#">Psychological First Aid for Schools</a>

#### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)/ HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)

Publications	<a href="#"><i>Guide for Developing High-Quality School Emergency Operations Plans</i></a>
Webinars	<a href="#">Information Sharing for Schools and Postsecondary Institutions (August 2013)</a> <a href="#">Developing High-Quality School EOPs: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Website	<a href="#">Information Sharing: Family Educational Rights and Privacy Act (FERPA)</a> <a href="#">Information Sharing: Health Insurance Portability and Accountability Act of 1996 (HIPAA)</a>

#### NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)/INCIDENT COMMAND SYSTEM (ICS)

TA Center Tool Box	<a href="#">Drills, Tabletops, or Other Exercises</a> , <a href="#">Organizational Charts</a> , <a href="#">Procedures</a> , <a href="#">Reports</a> , <a href="#">School Policies</a> , and <a href="#">Tools</a>
TA Center Website	<a href="#">NIMS Implementation</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Resources on Functions

#### Evacuation, Lockdown, Shelter-in-Place, Accounting for All Persons, and Communications/Warning

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—All-Hazards National Oceanic and Atmospheric Administration Weather Radio Network Now Available</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Tool Box	<a href="#">Checklists</a> , <a href="#">Planning Guidelines</a> , <a href="#">Procedures</a> , <a href="#">Templates</a> , and <a href="#">Tools</a>
TA Center Website	<a href="#">Related Resources (Evacuation Annex)</a> <a href="#">Related Resources (Communications and Warning Annex)</a>

#### Family Reunification

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Community of Practice	<a href="#">Family Reunification—Techniques That Work</a>
TA Center Tool Box	<a href="#">Job Descriptions</a>
TA Center Website	<a href="#">Related Resources (Family Reunification Annex)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Continuity of Operations Planning

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Courses	<a href="#">School EOPs In-Depth: Developing a COOP Annex</a> <a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
Specialized Training Package	<a href="#">Continuity of Operations Planning</a>
TA Center Tool Box	<a href="#">Planning Guidelines</a>
TA Center Website	<a href="#">Related Resources (COOP Annex)</a>

### Academic Recovery, Physical Recovery, Fiscal Recovery, Psychological, and Emotional Recovery

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">REMSExpress—Paying Tribute to Deceased School Community Members</a> <a href="#">Lessons Learned—Recovering from Natural Disasters: Preparation Is Key</a> <a href="#">Lessons Learned—A Coordinated Response to Multiple Deaths in a School Community Helps the Healing Begin</a> <a href="#">Lessons Learned—Bus Crash at Lakeview Public Schools</a>
Webinars	<a href="#">Implementing Psychological First Aid in School and Postsecondary Settings (August 2013)</a> <a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Courses	<a href="#">School EOPs In-Depth: Developing a Bereavement and Loss Annex</a> <a href="#">Developing Emergency Operations Plans (EOPs) K–12 101</a>
Trainings by Request	<a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer</a> <a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Academic Recovery, Physical Recovery, Fiscal Recovery, Psychological, and Emotional Recovery (continued)

Specialized Training Package	<a href="#">Responding to Bereavement and Loss</a>
TA Center Tool Box	<a href="#">Tools</a>
TA Center Website	<a href="#">Related Resources (Recovery Annex)</a>

### Public Health, Medical Health, and Mental Health

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K-12 101</a>
Trainings by Request	<a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Trainer</a> <a href="#">Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Train-the-Educator</a> <a href="#">Developing Emergency Operations Plans K-12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K-12 101 Train-the-Educator</a>
TA Center Tool Box	<a href="#">Drills, Tabletops, or Other Exercises</a> and <a href="#">Tools</a>
TA Center Website	<a href="#">Related Resources (Public Health, Medical, and Mental Health Annex)</a>

### Security (e.g., Law Enforcement, Crime Prevention Through Environmental Design [CPTED])

Publication	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a>
Webinar	<a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Online Course	<a href="#">Developing Emergency Operations Plans (EOPs) K-12 101</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K-12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K-12 101 Train-the-Educator</a>
TA Center Tool Box	<a href="#">Checklists, Memorandum of Understanding (MOU), School Policies, and Tools</a>
TA Center Website	<a href="#">Related Resources (Security Annex)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Resources on Threats and Hazards

#### Natural Hazards

**EARTHQUAKES, TORNADOES, LIGHTNING, SEVERE WIND, HURRICANES, FLOODS, WILDFIRES, EXTREME TEMPERATURES, LANDSLIDES/MUDSLIDES, TSUNAMIS, VOLCANIC ERUPTIONS, AND WINTER PRECIPITATION**

Publications	<a href="#">Lessons Learned—Recovering from Natural Disasters: Preparation Is Key</a> <a href="#">Success Stories—ShakeCast: How the Los Angeles Unified School District Uses Technology to Prepare for and Respond to Earthquakes</a> <a href="#">Lessons Learned—Communication and Collaboration During Natural Disasters: The Lessons Learned From Past Experience</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Website	<a href="#">Related Resources (Threat- and Hazard-Specific Annexes)</a>

#### Technological Hazards

**EXPLOSIONS/ACCIDENTAL RELEASE OF TOXINS, HAZARDOUS MATERIALS FROM WITHIN THE SCHOOL, HAZARDOUS MATERIALS RELEASES FROM MAJOR HIGHWAYS OR RAILROADS, RADIOLOGICAL RELEASES FROM NUCLEAR POWER STATIONS, DAM FAILURE, POWER FAILURE, AND WATER FAILURE**

Publication	<a href="#">Lessons Learned—Incorporating Chemical Hazards into an Emergency Management Plan</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Tool Box	<a href="#">Drills, Tabletops, or Other Exercises</a>
TA Center Website	<a href="#">Related Resources (Threat- and Hazard-Specific Annexes)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Biological Hazards

**INFECTIOUS DISEASES, SUCH AS PANDEMIC INFLUENZA, EXTENSIVELY DRUG-RESISTANT TUBERCULOSIS, *STAPHYLOCOCCUS AUREUS*, AND MENINGITIS**

Publications	<a href="#">Lessons Learned—Managing an Infectious Disease Outbreak in a School</a> <a href="#">Lessons Learned—Coordinating a Response to H1N1: One District's Experiences</a> <a href="#">Lessons Learned—H1N1: Responding to an Outbreak in New York City Schools</a>
Online Course	<a href="#">School EOPs In-Depth: Planning for Infectious Diseases</a>
Specialized Training Package	<a href="#">Infectious Disease Planning</a>
Community of Practice	<a href="#">Infectious Disease/Pandemic Protocol</a>
TA Center Tool Box	<a href="#">Planning Guidelines</a> , <a href="#">Procedures</a> , and <a href="#">Templates</a>
TA Center Website	<a href="#">Related Resources (Keeping Students and Staff Safe from Infectious Diseases)</a> <a href="#">Related Resources (Supporting Continuity of Teaching and Learning During an Emergency)</a>

### FOOD SAFETY AND FOOD DEFENSE

Online Course	<a href="#">School EOPs In-Depth: Developing a Food Contamination Annex</a>
Specialized Training Package	<a href="#">Developing a Food Contamination Annex</a>
TA Center Tool Box	<a href="#">Checklists</a> <a href="#">Planning Guidelines</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Adversarial, Incidental, and Human-Caused Threats

#### FIRE, CRIMINAL THREATS OR ACTIONS, GANG VIOLENCE, BOMB THREATS, AND DOMESTIC VIOLENCE AND ABUSE

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">Lessons Learned—Responding to School Walkout Demonstrations</a> <a href="#">Lessons Learned—A Coordinated Response to Multiple Deaths in a School Community Helps the Healing Begin</a> <a href="#">Lessons Learned—Bus Crash at Lakeview Public Schools</a>
Trainings by Request	<a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Website	<a href="#">Related Resources (Threat- and Hazard-Specific Annexes)</a>

### ACTIVE SHOOTER SITUATIONS

Publications	<a href="#">Guide for Developing High-Quality School Emergency Operations Plans</a> <a href="#">Lessons Learned—Responding to and Recovering From an Active Shooter Incident That Turns Into a Hostage Situation</a> <a href="#">Success Stories—Dealing With Weapons on Campus</a>
Webinars	<a href="#">Active Shooter Situations: Describing Unique Challenges Involved in Preparing for, Responding to and Recovering from a School-Based or Postsecondary Institution Shooting (August 2013)</a> <a href="#">Developing High-Quality School Emergency Operations Plans: An Overview (August 2013)</a>
Trainings by Request	<a href="#">Threat Assessment in Schools: Basics and Benchmarks</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Trainer</a> <a href="#">Developing Emergency Operations Plans K–12 101 Train-the-Educator</a>
TA Center Tool Box	<a href="#">Drills, Tabletops, or Other Exercises</a>
TA Center Website	<a href="#">Related Resources (Active Shooter Situations)</a>

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

## TA CENTER TOPICAL RESOURCE OVERVIEW

### Adversarial, Incidental, and Human-Caused Threats (continued)

#### CYBER ATTACKS

Webinar	<a href="#">Integrating Cybersecurity with EOPs for K–12 Schools (November 2014)</a>
TA Center Tool Box	<a href="#">Drills, Tabletops, or Other Exercises</a>
TA Center Website	<a href="#">Related Resources (Threat- and Hazard-Specific Annexes)</a>

#### SUICIDE

Publications	<a href="#">Lessons Learned—Coping With Multiple Suicides Among Middle School Students</a> <a href="#">Lessons Learned—Coping With the Death of a Student or Staff Member</a> <a href="#">Lessons Learned—Responding to a Suicide Cluster: Palo Alto School District</a>
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# Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

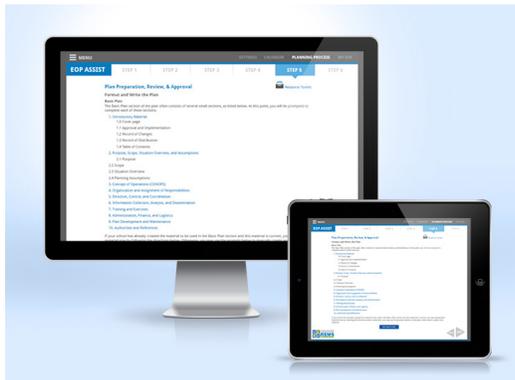
## EOP INTERACTIVE TOOLS

### The U.S. Department of Education and the REMS TA Center present A Free Web-Based App to Create Your School 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 daunting task, and may lead to several questions such as: Who should be involved in the planning process? How do we engage the community? How do local emergency services, first responders, and others integrate into our plan?

#### What is EOP ASSIST?

To help school administrators and emergency management personnel create or revise their EOPs, the REMS TA Center has created a free software application (app): **EOP ASSIST**. It is a user-friendly application that 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)*.



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

- Facilitate collaboration among school planning team members;
- Compile all emergency management information in a single location;
- Access relevant resources and help topics directly through the application 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;
- Export and edit the plan for inclusion in school-level and district-level emergency management manuals; 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.
- It 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 their goal of creating or revising their EOPs to align their practices with those at the national, state, and local levels.

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

## EOP INTERACTIVE TOOLS

### District-wide EOP Management Options

**EOP ASSIST** also incorporates district-wide EOP management options including the following:

- Providing district administrators and emergency management personnel with the ability to input EOP information for each school;
- Allowing district personnel to view EOPs from individual schools and ensure that they incorporate all district-level requirements;
- Managing user access for each school's planning team;
- Sharing plans to assist individual schools in their planning process; and
- Monitoring the progress of schools in developing their EOPs to provide assistance where necessary.

**Server requirements:** **EOP ASSIST** is compatible with Apache HTTP Server. The platform and back-end database use PHP and MySQL, both freely available and compatible with Windows and Linux servers.

**Client requirements:** Windows, OS X, or Linux operating system running a Web browser such as Internet Explorer, Google Chrome, Safari, or Mozilla Firefox.

### A Secure, Server-Based Application

**EOP ASSIST** is a secure, server-based application that has features including the following:

- **Local server installation.** Information is collected and stored at the district (or school) level, and not shared with any other entity.
- **Role-based log ins.** Administrators can assign roles to ensure that users only have access to information relevant to their position on the planning team.
- **Secure Sockets Layer (SSL) compatibility.** **EOP ASSIST** will work within the district's or school's existing security framework, and is compatible with SSL security protocols.
- **Multi-platform compatibility.** **EOP ASSIST** runs in a Web browser and does not require any plug-ins. Client computers can run any operating system and still access the application.



Install EOP ASSIST today at  
<http://rems.ed.gov/EOPASSIST.aspx>.

Check out the REMS TA Center's Website and Resources at <http://rems.ed.gov>

<p><b>Community of Practice</b> Contribute and Connect with Others in the Field</p>	<p><b>State Emergency Management Resources</b> Access Information From Your State Related to School and Higher ed Safety</p>	<p><b>Online Courses</b> Learn the Basics of EOP Development at Your Own Pace</p>	<p><b>Interactive Forms</b> Request Technical Assistance or Submit a Tool Using Web-based Forms</p>	<p><b>EOP Assess Tool</b> Assess Your Understanding of High-Quality EOP Development</p>
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<http://rems.ed.gov>

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