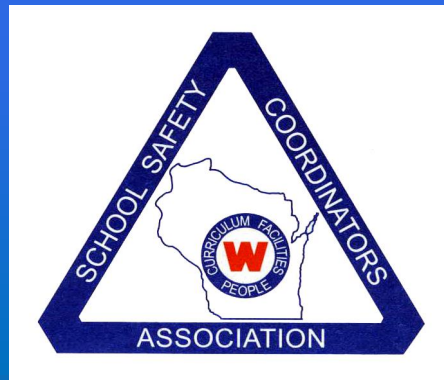


FEMA Guide for Developing High-Quality School Emergency Operations Plans



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GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS



FEMA



US Dept. of Ed. REMS

Recommendations

- June 2013
- Has to be the end of LOCKDOWN only as the response plan for schools.
- Recommendations that all options (Evacuation, Barricade, and Counter or Run, Hide, Fight) be part of both policy and training for staff and students.

Contributing Agencies

- US Department of Education
- US Department of Homeland Security
- US Department of Justice
- US Department of Health & Human Services
- FBI
- “The views expressed herein represent the collective expertise of the federal agencies issuing this document.”

Introduction

- “In collaboration with their local government and community partners, schools, can take steps to plan for potential emergencies through the creation of a school Emergency Operation Plan (EOP).”

4 Sections

1. Principles of emergency planning
2. Process for developing, implementing, refining EOP with community partners
3. Discussion of the form, function, content of EOPs.
4. “A Closer Look,” which considers key topics that support school emergency planning, e.g. active shooter, climate, info sharing, etc.

Presidential Policy Directive 8

- National preparedness efforts including planning, are now formed by PPD 8 (3/2011)
- “PPD 8 represents an evolution of our collective understanding of national preparedness based on lessons learned from terrorist attacks, school incidents, and other experiences.”

5 Mission Areas

OLD:

1. Prevention/Mitigation
2. *Preparedness*
3. Response
4. Recovery

NEW:

1. Prevention
2. *Protection*
3. Mitigation
4. Response
5. Recovery

Prevention

- Capabilities necessary to avoid , deter, or stop an imminent crime or threatened or actual mass casualty incident.
- The action schools take to prevent a threatened or actual incident from occurring.

Protection

- The capabilities to secure schools against acts of violence and manmade or natural disasters.
- Protection focuses on ongoing actions that protect students , teachers, staffs, visitors, networks, and property from a threat or hazard.

Mitigation

- The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency.
- Reducing the likelihood that threats and hazards will happen.

Response

- The capabilities necessary to stabilize an emergency once it has already happened in an unpreventable way.
- Establish a safe and secure environment
- Save lives and property
- Facilitate the transition to recovery

Recovery

- The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

3 Time Frames of Incidents

- 1. Before
- 2. During
- 3. After

Note:

- Schools should continue to use the concepts and principles of the National Incident Management System (NIMS) and the Incident Command System (ICS).
- By using ICS during an incident, schools will be able to more effectively work with the responders of their communities.

Planning Principles

1. Must be supported by leadership
2. Uses assessment to customize plans to the building level
3. Considers all threats and hazards
4. Provide for functional needs of community
5. Consider all settings and times
6. Utilize a collaborative process

The Planning Process

- 1. Form a collaborative Planning Team
- 2. Understand the situation(s)
- 3. Determine goals and objectives
- 4. Develop the plan (course of action)
- 5. Preparation, review, and approval
- 6. Implementation and maintenance

Assessments

1. Site - grounds, building, access, egress, etc.
2. *Culture and Climate – connectedness, communication, of students and staff*
3. Threats – analyze behaviors of people
4. **Capacity** – Capability of students, staff, community to respond

EOP Format: The Basic Plan

1. Introduction
2. Table of contents
3. Scope
4. Training and exercises
5. Administration, finance and logistics
6. Authorities and references
7. Etc.

EOP: 10 Functional Annexes

1. Communications
2. Evacuation
3. Shelter-in-place
4. Lockdown
5. Accounting for all persons

10 Functional Annexes Continued

6. Reunification

7. Continuity of Operation (COOP)

8. Security

9. Recovery

10. Health and medical

Threat or Hazard Specific Annexes

1. Hurricane or storm
2. Earthquake
3. Tornado
4. Hazardous materials
5. Mass casualty incident
6. Active shooter
7. Pandemic or outbreak
8. Etc. (busy highway, dangerous neighborhood)

Exercise the Plan

- Table tops: small group discussions and walk through
- Drills: School and community use actual grounds to practice responding
- Functional exercise: Drills that involve multiple partners; some may be conducted district-wide.
- Full-scale exercises: Multi-agency. Best.

Responding to An Active Shooter

- **No single response fits all situations**
- Having a “survival mindset” increases odds of survival

3 basic options:

- 1. run
- 2. hide
- 3. fight

Option 1: Run

- “If it is safe to do for yourself and those in your care, the first course of action that should be taken is to run out of the building and as far away until you are in a safe location.”
- Considerations for teachers?

Option 2: Hide

If running is not a safe option, hide in as safe a place as possible.

Considerations?

Option 3: Fight

- “If neither running or hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by aggressive force and items in their environment such as fire extinguishers, chairs, books, etc. “
- In 41 active shooting incidents that ended before police arrived, the victims stopped the attacker in 16 instances. In 13, they physically subdued him.

To obtain copies:

- <http://rems.ed.gov/EOPGuides>

In Closing

- You will respond to your next emergency as you are – not as you want to be!
- A safe school is not a destination, but a never-ending journey. This guide should be your first step in that journey.

WSSCA

Education First-Safety Always

