

PROTECTING SCHOOLS. SAVING LIVES.

School Emergency Operations Plan Basics

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Session Objectives

- Overview of a School Emergency Operations Plan
- Components of a School EOP
- School EOP Planning Teams

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What is an EOP?

An Emergency Operations Plan (EOP) is a document that describes how a school will respond to and recover from all hazards.



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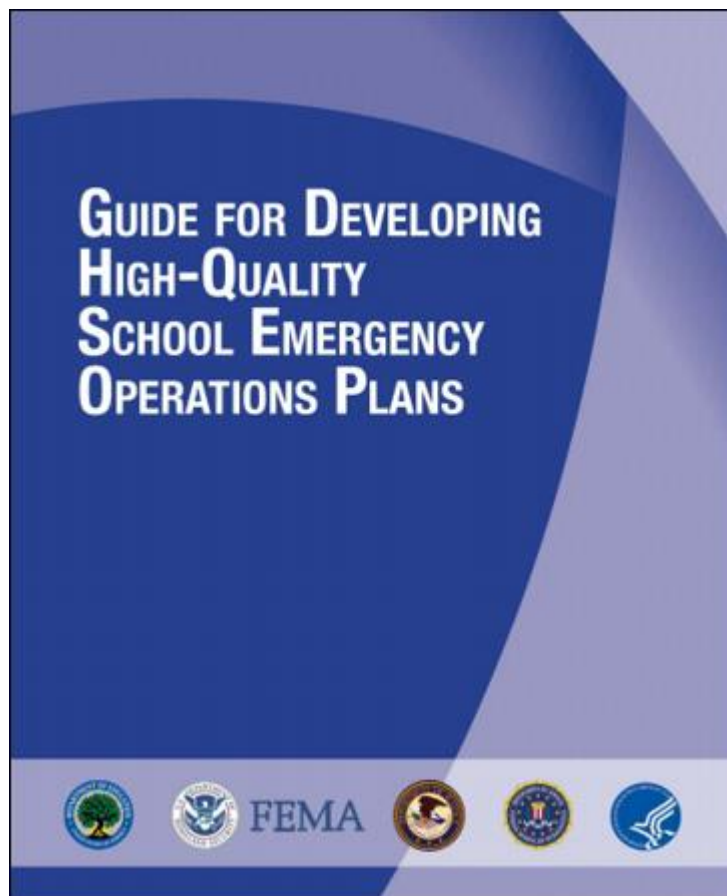
A School EOP:

- Addresses all hazards
- Assigns roles and responsibilities
- Establishes coordination of actions across agencies
- Describes how people and property are protected
- Identifies available resources



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Guide for Developing High-Quality School EOPs



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EOP Planning Principles

- Must be supported by leadership
- Use assessment to customize plans to the building level
- Consider all threats and hazards
- Provide for the access and functional needs of the whole school community
- Consider all settings and all times
- Follow a collaborative process through both creation and revision



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Levels of Planning



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Are You Mandated to Have an EOP?

**2018 Louisiana Laws
Revised Statutes
TITLE 17 - Education**

**RS 17:416.16 - School crisis management and
response plans**



What Does the Statute Mandate?

- Develop an all-hazard school crisis management and response plan (i.e., an EOP).
- Consider input from your response community and, if appropriate, input from parents, students, teachers, school staff, and community leaders.
- Identify roles and responsibilities of teachers, school employees and relevant first responders.
- Implement annual training on EOP.
- Implement annual training on updates made to the EOP.



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School Emergency Operations Plan Components

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Components of an EOP

The Basic Plan

Functional
Annexes

Threat- and
Hazard-Specific
Annexes

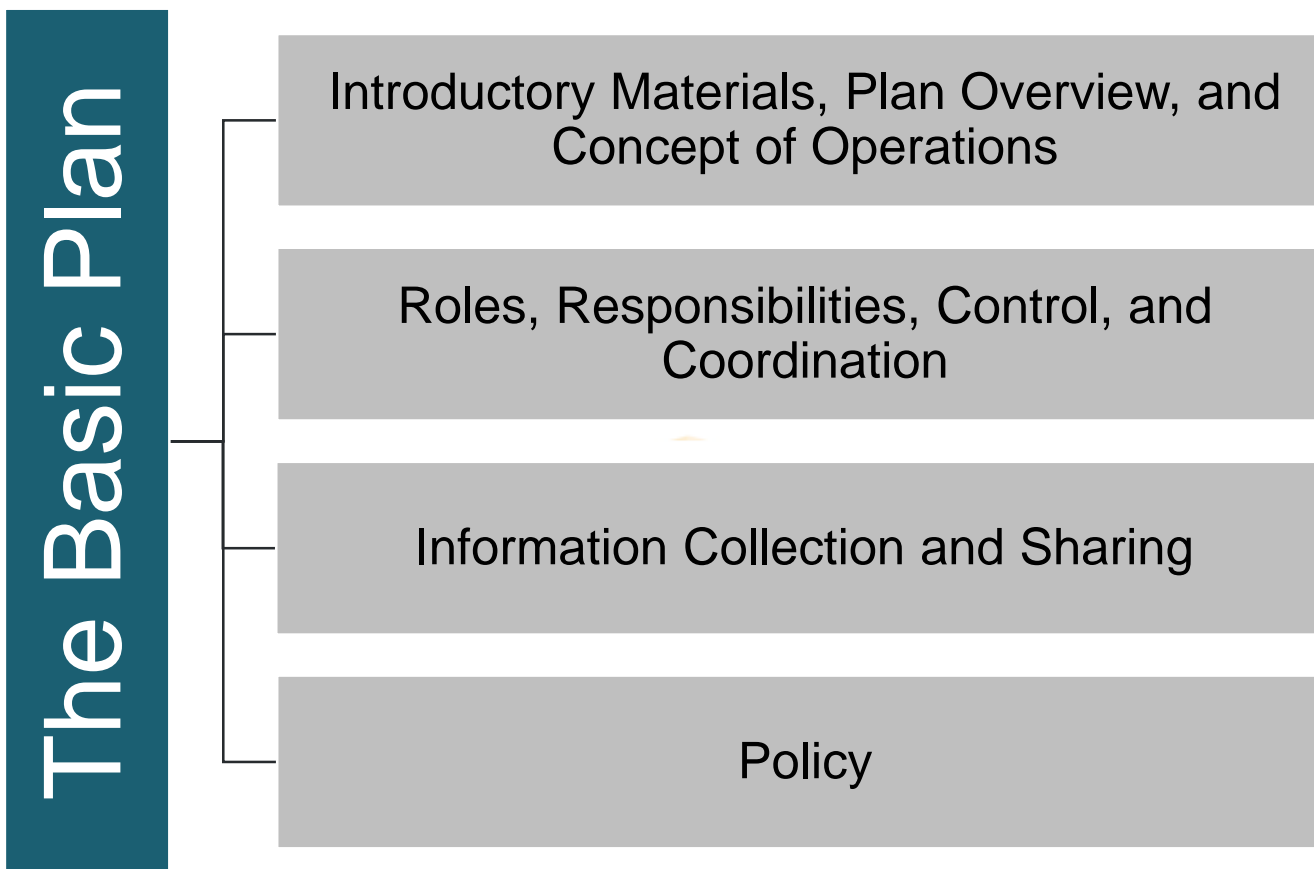


The Basic Plan

- Provides overall framework for how emergency operations will be structured.
- Addresses overarching activities the school undertakes, regardless of the function, threat, or hazard.

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Basic Plan



The Basic Plan

Introductory Materials, Plan Overview, and
 Concept of Operations

Roles, Responsibilities, Control, and
 Coordination

Information Collection and Sharing

Policy



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Functional Annexes

- Outline general tasks associated with critical operational functions
- Address activities taken before, during, and after an incident

Functional Annexes

- Functions may occur consecutively.
 - Ex: Shelter-in-place becomes an evacuation if a building is damaged.
- Functions may occur concurrently.
 - Ex: Once all individuals are safely evacuated, accounting for all persons should begin.
- Annexes must include procedures for populations with access and functional needs (AFN) and limited English proficiency (LEP).



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Functional Annexes

Functional Annexes

Evacuation

Lockdown

Shelter-in-place

Accounting for all persons

Communications and warnings

Family reunification

Continuity of operations (COOP)

Recovery

Public, medical, and mental health

Security

Other



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Threat- or Hazard-Specific Annexes

- Describe courses of action unique to specific threats or hazards
- Developed based on prioritized list of hazards identified in the assessment process

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Threat- or Hazard-Specific Annexes

Natural Hazards	Floods
	Tornadoes
	Lightning
	Hurricane
	Severe Wind
	Extreme Temperature
	Winter Precipitation
	Earthquakes
	Other



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Threat- or Hazard-Specific Annexes

Technological Hazards	Explosion/accidental release of toxins from industrial plants
	Accidental release of hazardous materials from within the school
	Power failure
	Dam failure
	Water failure
	Other



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Threat- or Hazard-Specific Annexes

Adversarial/Human-Caused Threats	Fire
	Active shooter
	Criminal threats/actions
	Gang violence
	Domestic violence or abuse
	Cyberthreats
	Suicide
	Bomb threats
	Other



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School Emergency Operations Plan Basics

Teamwork makes the dream work!

Collaborative Planning Process

- Work collaboratively to determine EOP goals and objectives.
- Seek assistance from district staff and community partners.
- Remain flexible and adaptable.
- Make sure the plan represents the needs of the whole school community.



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The Six-Step Cycle



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Step 1: Form a Collaborative Planning Team

- Identify core planning team.
- Form a common framework.
- Define and assign roles and responsibilities.
- Determine a regular schedule of meetings.



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Why Identify a Core Planning Team?

- Gain perspectives from whole school community
- Build or expand relationships
- Generate stakeholder support
- Incorporate subject matter expertise
- Share planning burden across multiple individuals



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Core Planning Team Attributes

Expertise

Authority

Ability

Interactivity

Trust

Expanding the Planning Team

- Occurs after initial planning or when it is time to review the plan.
 - Include community members with additional expertise.
 - Seek individuals or organizations with access to information or subject matter expertise about threats, hazards, and emergency procedures.



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Potential Planning Partners

Three Levels of Engagement

Individual Schools

Principals,
teachers, staff

Students, parents,
district staff

Parish Partners

First responders
(Fire, Police, EMS),
emergency
management
officials

Local businesses,
religious, non-profit
organizations

State Partners

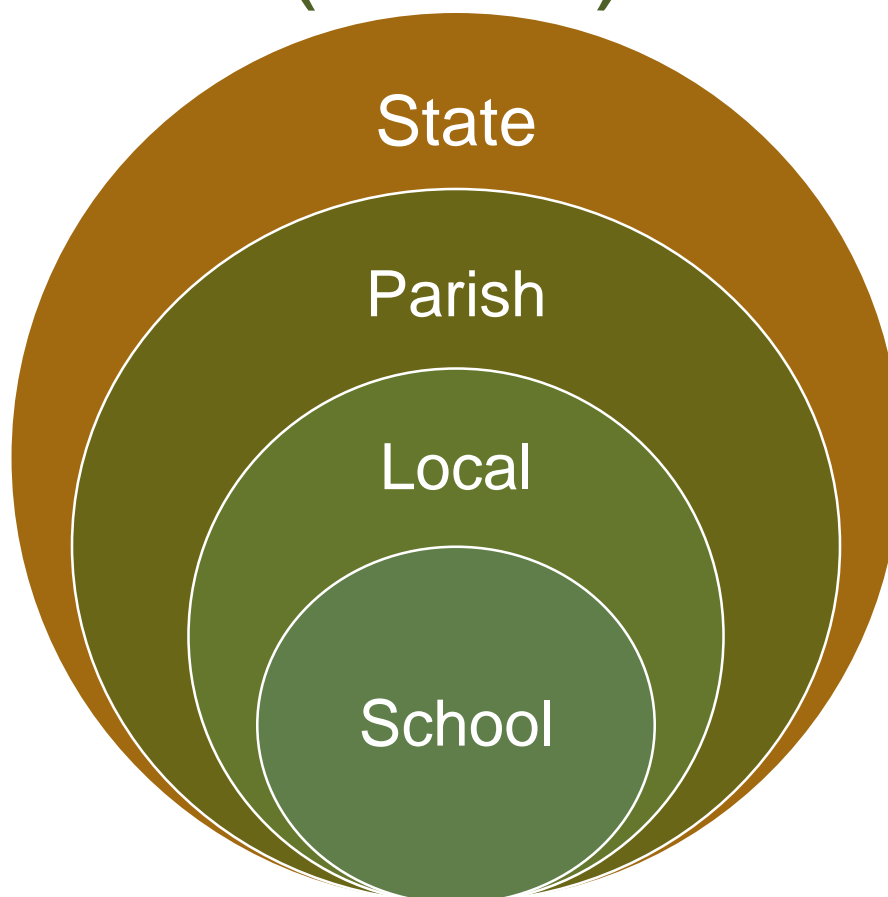
State Department
of Education, State
Police

GOHSEP



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Whole Community Approach (WCA)



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Benefits of the Whole Community Approach

- Shared understanding of community needs and capabilities
- Greater empowerment and integration of resources from across the community
- Stronger social infrastructure
- Establishment of relationships that facilitate more effective activities
- Increased individual and collective preparedness
- Greater resiliency at both the community and national levels



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Define and Assign Roles and Responsibilities - Planning Team

- Planning collaboratively takes the onus off one person and spreads responsibility/burden of completing the plan to everyone.
- Each member should know her or his roles and responsibilities in the planning process and how their work contributes to the success of the team.
- Each member will be asked to contribute as a subject matter expert on the team. This requires knowledge of all the rules, regulations, laws, and procedures that apply to their area of expertise before contributing to the plan production.



Planning Team Leader Attributes

- Have expert knowledge of the EOP
- Keep process on track
- Be in continual contact with team members
- Be comfortable dealing with school administration and board
- Have excellent working knowledge of whole community



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Determine a Regular Meeting Schedule

- Allocate specific time requirements.
- Address
 - planning,
 - training,
 - reviewing,
 - adopting (activities).



Conclusion

- Emergency operations plans are complex.
- This document serves as a rubric.
- Staff and students must train and practice.
- Creating the plan is a collaborative team effort.



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Questions?

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