EOP ASSIST
Interactive Workbook

Part A: Instructions

Released September 11, 2015

Getting Started

The *EOP ASSIST Interactive Workbook* (*Interactive Workbook*) was released by the REMS TA Center in September 2015 in order to expand the reach of the EOP ASSIST software application to schools and districts that prefer use of an offline version of the tool. The *Interactive Workbook* is accessible via Microsoft Word—with or without an Internet connection—and includes the same content of the Web-accessible version, including a blend of guidance and interactive forms that prompt users through the six-step planning process to develop a high-quality school emergency operations plan (EOP), as well as related resources to support that process. This workbook is available for download from the REMS Website (rems.ed.gov). Educational entities are welcome to further distribute the workbook to supplement and complement their capacity-building efforts.

The *Interactive Workbook* includes two parts: (A) instructions, which is this document, and (B) worksheets for inputting plan information. Please be sure that you have both parts of the *Interactive Workbook* before continuing.

For any questions about how to use the *Interactive Workbook*, please contact the REMS TA Center Help Desk using our toll-free telephone number, 1-855-781-REMS [7367]. Our hours of operation are Monday to Friday, 9 a.m. to 5 p.m., Eastern Time. If you are prompted to leave a voice message, we will respond within 2 business days of receipt. Alternatively, you may email info@remstacenter.org, or complete a TA request form at http://rems.ed.gov/TA_Submissions/.

Table of Contents

Introduction 5
Before Using the *Interactive Workbook* 5
How Teams Can Use the *Interactive Workbook* 6
Introduction to the Planning Process 6
Supplemental Resources 7

Step 1: Form a Collaborative Planning Team 9
Identify a Core Planning Team 9
Form a Common Framework and Define and Assign Roles and Responsibilities 11
Determine a Regular Schedule of Meetings 12
Supplemental Resources 12

Step 2: Understand the Situation 14
Develop a Comprehensive List of Possible Threats and Hazards Using a Variety of Data Sources 14
Evaluate Risks and Vulnerabilities of Threats and Hazards and Then Prioritize 16
Supplemental Resources 17

Step 3: Determine Goals and Objectives 18
Select Threats and Hazards to Address in the School EOP 18
Develop Goals and Objectives for Threats and Hazards 19
Develop Goals and Objectives for Functions 20
Supplemental Resources 26

Step 4: Plan Development (Identify Courses of Action) 27
Use Scenario-Based Planning 27
Develop Courses of Action for Threats and Hazards and for Functions 28
Supplemental Resources 29

Step 5: Plan Preparation, Review, and Approval 31
Prepare the Draft EOP: Threat- and Hazard-Specific Annexes and Functional Annexes 32
Prepare the Draft EOP: Basic Plan 33
Format the Draft EOP 38

Review, Approve, and Share the Plan 39
Supplemental Resources 41

Step 6: Plan Implementation and Maintenance 43
Train Stakeholders on the Plan 43
Exercise the Plan 44
Review, Revise, and Maintain the Plan 45
Thank You for Using the *Interactive Workbook* 46
Supplemental Resources 46

Introduction

Before Using the Interactive Workbook

Based on the Federal *Guide for Developing High-Quality School Emergency Operations Plans (School Guide)*, the *Interactive Workbook* walks school and district emergency management practitioners through the six-step planning process for creating a customized and downloadable school EOP as recommended in the *School Guide*.

Before initiating the process of developing a school EOP, it is recommended that *Interactive Workbook* users familiarize themselves with the *School Guide* by completing any or all of the following activities:

- Download and print a copy of the *School Guide* at http://rems.ed.gov/GuideK12.aspx. It will be useful to refer to this as you progress throughout the tool.
- Read the At-a-Glance version of the *School Guide* at http://rems.ed.gov/K12GuideForDevelHQSchool.aspx.
- View an archived Webinar that introduces and summarizes the *School Guide* through both slides and a video. This Webinar is available at http://rems.ed.gov/DevelopingHigh-QualityEmergencyOperationsPlans.aspx.
- Complete a free 90- to 120-minute online course on the *School Guide*, available at http://rems.ed.gov/trainings/course_k12.aspx.
- Request a free on-site training, *Developing Emergency Operations Plans (EOPs) K-12 101 Training*, from the REMS TA Center, for your school, district, and/or broader school community. Training information may be found at http://rems.ed.gov/TA_TrainingsByRequest.aspx.

In addition to becoming acquainted with the Federal guidance on the process for developing school EOPs, it is also recommended that *Interactive Workbook* users review additional school emergency management resources, including the following:

- State-by-state requirements for school EOPs, available at http://rems.ed.gov/stateresources.aspx;
- A glossary of emergency management terminology, available at http://rems.ed.gov/docs/Glossary%20of%20Key%20Terms%208.8.2014.pdf;
- Guidance on National Incident Management System (NIMS) Implementation Activities for Schools, available at http://rems.ed.gov/K12NIMSImplementation.aspx; and
- A list of resources supporting the *School Guide*, which includes resources to support each of the six steps in the recommended planning process. This list of resources is available at http://rems.ed.gov/docs/Guide_for_Developing_High-Quality_School_Emergency_Operations_Plans-Resources07172013R.pdf.

How Teams Can Use the *Interactive Workbook*

As lessons learned from experience indicate that operational planning is best performed by a team, Federal guidance recommends that schools assemble collaborative planning teams to work through the process of developing school EOPs. Effective planning teams have multidisciplinary representation from within the school community and from the community (e.g., local law enforcement, emergency managers). To encourage collaboration among team members, the *Interactive Workbook* has been designed to allow multiple members from a team to work together. Suggestions for how teams might work together using the workbook are outlined below.

Suggestions for using the *Interactive Workbook* as a team:

- Assemble a preliminary planning team.
- Review the *Interactive Workbook* as a team to understand the nature of this tool.
- Decide how your team will use the *Interactive Workbook*. Because the *Interactive Workbook* allows multiple team members to input plan information for a school EOP, your team will need to decide how to record plan information into the workbook. Will your team select one person to record plan information, or will multiple people record plan information?
- Coordinate your team's efforts in using the *Interactive Workbook*. If your team decides that multiple people will input information into the *Interactive Workbook*, then your team should identify roles and responsibilities for each person on the team who is using the workbook. Additionally, multiple users should coordinate their efforts so that one user does not accidentally change another user's work.

Introduction to the Planning Process

The following planning principles are fundamental to developing a comprehensive school EOP that addresses a range of threats and hazards:

- Planning must be supported by leadership.
- Planning uses assessment to customize plans to the building level.
- Planning considers all threats and hazards.
- Planning provides for the access and functional needs of the whole school community.[1]
- Planning considers all settings and all times.
- Creating and revising a model EOP is done by following a collaborative process.

[1] The whole school community includes children; individuals with disabilities and other access and functional needs; those from religiously, racially, and ethnically diverse backgrounds; and people with limited English proficiency (LEP).

These planning principles are integrated throughout the *School Guide's* recommended six-step planning process for developing a high-quality school EOP, as documented in Figure 1.

Figure 1: Six-Step Planning Process for Developing a High-Quality School EOP

This workbook is organized according to those six steps, and will walk users through each step to create a comprehensive school EOP that includes a Basic Plan[2] section, a Functional Annexes[3] section, and a Threat- and Hazard-Specific Annexes[4] section.

To initiate the planning process, please proceed to Step 1. For additional information and guidance on developing high-quality school EOPs, please see the following resources below.

Supplemental Resources

Guidance

U.S. Department of Education (ED) Office of Safe and Healthy Students (OSHS) (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf

---

[2] The Basic Plan section provides an overview of the school's approach to operations before, during, and after an emergency.
[3] The Functional Annexes section focuses on critical operational functions and the goals, objectives, and courses of action developed to carry them out.
[4] The Threat- and Hazard-Specific Annexes section describes the goal, objectives, and courses of action for addressing particular threats and hazards.

- Page 4: Planning Principles
- Page 5: Planning Process
- Page 18: School EOP Format

REMS TA Center.

- *School Guide At-a-Glance.* Available at http://rems.ed.gov/K12GuideForDevelHQSchool.aspx.
- *Step 1: Form a Collaborative Planning Team.* Available at http://rems.ed.gov/K12PPStep01.aspx.
- *Planning Principles.* Available at http://rems.ed.gov/K12PlanningPrinciples.aspx.
- *The Planning Process.* Available at http://rems.ed.gov/K12PlanningProcess.aspx.
- *Plan Content.* Available at http://rems.ed.gov/K12PlanContent.aspx.

REMS TA Center Resources

- An Overview of the *School Guide Webinar.* Available at http://rems.ed.gov/DevelopingHigh-QualityEmergencyOperationsPlans.aspx.
- *Developing Emergency Operations Plans 101 Online Course*. Available at http://rems.ed.gov/trainings/course_k12.aspx.
- *Overview of the Six-Step Planning Process Specialized Training Package.* Available at http://rems.ed.gov/TrainingPackage.aspx.
- *Planning Principles Related Resources*. Available at http://rems.ed.gov/K12PlanningPrinciples.aspx.
- *Developing Emergency Operations Plans K-12 101 Train-the-Educator or Train-the-Trainer Training*. Available at http://rems.ed.gov/TA_TrainingsByRequest.aspx.
- State-by-State Requirements for School EOPs. Available at http://rems.ed.gov/stateresources.aspx.
- *Glossary of Emergency Management Key Terms*. Available at http://rems.ed.gov/docs/Glossary%20of%20Key%20Terms%208.8.2014.pdf.
- *NIMS Implementation.* Available at http://rems.ed.gov/K12NIMSImplementation.aspx.
- *Resources Supporting the School Guide.* Available at http://rems.ed.gov/docs/Guide_for_Developing_High-Quality_School_Emergency_Operations_Plans-Resources07172013R.pdf.

Additional Resources

International Association of Chiefs of Police (IACP). *Forming Your Safe School Planning Team Online Course*. Available at http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=2.

U.S. Department of Justice (DOJ) Office of Community-Oriented Policing Services (COPS). *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships*. Available at http://www.cops.usdoj.gov/Default.asp?Item=2483.

Step 1: Form a Collaborative Planning Team

Lessons learned indicate that operational planning is best performed by a team. Step 1 of the six-step planning process will provide your school with guidance on how to assemble a collaborative planning team that is ready to engage in the process of developing a school EOP.

Identify a Core Planning Team

Your school's first task is to identify a core planning team that includes diverse representation from the school and surrounding community. If your school already has a preliminary planning team, the guidance in this section may help schools consider how to expand or refine that team.

Form a Common Framework and Define and Assign Roles and Responsibilities

After establishing a core planning team, your team will need to establish a common framework, or a shared approach to facilitate mutual understanding among team members. Additionally, members of the planning team will need to know their roles and responsibilities to facilitate effective planning.

Determine a Regular Schedule of Meetings

Finally, your team will be prompted to establish a regular schedule of meetings to facilitate greater collaboration among team members.

Outcome of Step 1

At the conclusion of Step 1, your school should have a collaborative planning team that is ready to undertake the work in Step 2—identifying and analyzing threats and hazards in the school and surrounding community.

Identify a Core Planning Team

A high-quality plan is supported by a collaborative process that includes multiple perspectives. The planning team should include representation from various stakeholder groups in the community that may be involved before, during, or after an emergency. The stakeholder groups may be represented

- in person, by individuals who are physically or virtually present at planning meetings;
- through consultation, by individuals who assist the planning team, from time to time, on specific matters; and/or
- through incorporation of their resources, by individuals and organizations who provide relevant resources, but who are not regularly in contact with members of the planning team.

The Federal guidance recommends that planning team members represent different stakeholder groups. Examples of those groups and the types of practitioners represented by those groups are as follows:

- School district or Local Education Agency;
  - Superintendent
  - District law enforcement, safety, security, and emergency management staff
  - School board representatives
  - District-level policymakers responsible for providing resources regarding before, during, or after an emergency
- School community;
  - School leadership
  - School administrators
  - Educators
  - School Psychologists
  - School Counselors
  - Nurses
  - Facilities managers, maintenance personnel, and custodial staff
  - Transportation managers
  - Food personnel
  - Family services representatives
  - Families
  - School Resource Officers (SROs)/school-based safety and security officers
  - Students
  - Information Technology (IT) specialists
- Individuals and organizations representing the diverse interests of the whole school community;
  - Students, staff, or parents with disabilities or other access and functional needs
  - Students, staff, or parents who are racial or ethnic minorities
  - Students, staff, or parents who belong to religious organizations
  - Students, staff, or parents with limited LEP
- Local community partners with a responsibility in school emergency management and with information on the community;
  - Local emergency management staff
  - Emergency medical services (EMS) personnel
  - Fire officials
  - Local and community mental health practitioners
  - Law enforcement officers
- State Department of Education or State Education Agency (SEA);
  - SEA emergency management staff
  - State School Safety Center staff
  - School safety advisory committees
- State community partners; and/or
  - State emergency management and homeland security officials
  - State law enforcement officers, including field office staff of the Federal Bureau of Investigation (FBI); U.S. Drug Enforcement Administration; Bureau of Alcohol, Tobacco, Firearms and Explosives, etc.
  - Staff from the state department of fire or state fire marshal

    - State department of health staff, including staff that are responsible for public and mental health
- Additional partners with a role in school emergency management.
    - Policymakers and local elected officials
    - Business partners
    - Community-based religious organizations
    - Community-based youth organizations
    - Federal emergency management and homeland security officials
    - District and State Attorney General
    - Disaster organizations (e.g., American Red Cross)
    - Local social services departments
    - Media

Action Steps

At this point in the planning process, who is currently on your school's planning team? Use **Worksheet 1 (pg. 5 in Part B)** to identify the members of your team and the stakeholder groups represented by your team. If your team has already identified the members of your planning team and wishes to modify any of their information or remove a team member from the list, you may do so at any time. If your school's planning team does not include sufficient representation from various stakeholder groups in the community (that may be involved in an emergency before, during, or after an incident), the core planning team may want to consider adding additional members to the collaborative planning team.

You will need to add each team member one by one into the form in **Worksheet 1 (pg. 5 in Part B)**. To add a team member, please type that person's name and contact information into the corresponding fields and then enter the appropriate stakeholder category each person represents. Enter multiple stakeholder groups if the person represents more than one. Repeat this process as many times as necessary to add all members of the planning team into Worksheet 1. When you are finished, save your work (File>Save or CTRL+S).

Form a Common Framework and Define and Assign Roles and Responsibilities

After the planning team has been formed, the team members should form a common framework by taking time to learn each other's vocabulary, command structure, and culture. Organizational differences may affect the expectations of different members of the planning team, so it is important to acknowledge these differences at the start of a collaborative process. For example, schools often operate according to an academic calendar and daily schedule that differ from a typical business or government calendar and daily schedule. Establishing a common understanding about different planning team members' availability and schedules will help to facilitate effective planning and collaboration.

By establishing a common framework, team members will also be able to communicate more effectively with one another. One common framework that is particularly effective in the context of school emergency management is NIMS. Developed by the U.S. Department of Homeland Security, NIMS is a

standardized approach used by Federal, state, and local agencies—including K-12 schools—for responding to emergencies. One important component of NIMS is the Incident Command System (ICS), which clearly defines the command structure used in an emergency. School personnel need to be trained in NIMS and their role in Incident Command in order to more effectively work with the responders in their communities. Using the framework of NIMS beginning in the EOP planning process will not only help members of the planning team communicate with one another, but will also help the team develop high-quality plans that can be clearly understood by responders who are not members of the planning team.

In addition to forming a common framework, your planning team should take time to define and assign roles and responsibilities for each person involved in the development and refinement of the plan. This will help to facilitate greater coordination among team members.

Determine a Regular Schedule of Meetings

School emergency management planning is an ongoing effort that is reinforced through regularly scheduled planning meetings. Establishing a flexible but regular schedule of meeting times will facilitate greater collaboration, coordination, and communication among team members, and will help solidify crucial relationships.

Often, planning teams that are creating new school EOPs will have to meet frequently initially. Once the EOP is in place, teams will still need regular meetings to revise and maintain the plan. Planning teams typically continue to meet often—at least once a month—to discuss plan modifications, plan and review trainings and drills, and conduct inventories of supplies.

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 5–7: Step 1

REMS TA Center. *Step 1: Form a Collaborative Planning Team*. Available at http://rems.ed.gov/K12PPStep01.aspx.

REMS TA Center Resources

- *Developing High-Quality School EOPs: A Collaborative Process Webinar*. Available at http://rems.ed.gov/DevelopingHQSchoolEOPs.aspx.
- *Glossary of Emergency Management Key Terms*. Available at http://rems.ed.gov/docs/Glossary%20of%20Key%20Terms%208.8.2014.pdf.
- Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs Specialized Training Package. Available at http://rems.ed.gov/TrainingPackage.aspx.
- *NIMS Implementation.* Available at http://rems.ed.gov/K12NIMSImplementation.aspx.
- *Step 1 Related Resources*. Available at http://rems.ed.gov/K12PPStep01.aspx.

- *Toolbox.* Available at http://rems.ed.gov/ToolBox.aspx.
    - Documents supporting NIMS implementation

Additional Resources

DOJ COPS (2001). *Collaboration Toolkit: How to Build, Fix, and Sustain Productive Partnerships*. Available at http://www.cops.usdoj.gov/html/cd_rom/collaboration_toolkit/pubs/collaborationtoolkit.pdf.

IACP. *Forming Your Safe School Planning Team Online Course*. Available at http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=2.

U.S. Department of Homeland Security (DHS) Federal Emergency Management Agency (FEMA).

- *Introduction to the Incident Command System for Schools Online Course.* Available at http://training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa.
- *National Incident Management System*. Available at http://www.fema.gov/national-incident-management-system.
- *National Incident Management System* (December 2008). Available at http://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf.
    - Pages 135–149: Glossary of Key Terms

Step 2: Understand the Situation

Now that your school has a collaborative planning team, it is time to begin the process of developing your school's EOP. Step 2 will prompt your team to complete a series of activities to develop a comprehensive, yet prioritized list of threats and hazards to be addressed in the school EOP.

Develop a Comprehensive List of Possible Threats and Hazards Using a Variety of Data Sources

Your team's first task is to develop a comprehensive list of threats and hazards by consulting a variety of data sources, including school and district assessment data; information from local, state, and Federal partners; and information from the school community.

Evaluate Risks and Vulnerabilities of Threats and Hazards and Then Prioritize

After your team develops a comprehensive list of possible threats and hazards, the team should evaluate the risk and vulnerability of each of the threats and hazards. This evaluation will help your planning team to prioritize and refine the list of threats and hazards that will be addressed in your school EOP.

Outcome of Step 2

At the conclusion of Step 2, your planning team should have a prioritized list of threats and hazards that will be carried forward to Step 3. In Step 3, your planning team will begin developing response measures to address those prioritized threats and hazards.

Develop a Comprehensive List of Possible Threats and Hazards Using a Variety of Data Sources

Your team's first task is to develop a comprehensive list of threats and hazards by consulting a variety of data sources. Different data sources that may provide information on threats and hazards in your school and community are as follows:

- **Data from school and district assessments.** Your school and/or district should regularly conduct assessments to learn information about safety and security in your school. The data generated from each of the following types of assessments may provide critical information about threats and hazards in your school community.
    - **Site Assessment**
        - **Description**: A site assessment examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds. This assessment includes, but is not limited to, the following: a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, compliance with applicable architectural standards for individuals with disabilities and other access and functional needs, and emergency vehicle access.

- **Purpose**: To increase understanding of the potential impact of threats and hazards on the school buildings and grounds; the risks and vulnerabilities of the school buildings and grounds; and which facilities are physically accessible to students, staff, parents, volunteer workers, and emergency response personnel with disabilities (and thus are in compliance with the law).

- **Culture and Climate Assessment**
  - **Description**: A school culture and climate assessment evaluates student and staff connectedness to the school and problem behaviors. For example, this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program. If a student survey is used to assess culture and climate, student privacy must be protected.
  - **Purpose**: To increase knowledge of students' and staff members' perceptions of their safety and of problem behaviors that need to be addressed to improve school climate.
- **School Threat Assessment**
  - **Description**: A school threat assessment analyzes communication and behaviors to determine whether or not a student, staff member, or other person may pose a threat. These assessments must be based on fact; must comply with applicable privacy, civil rights, and other applicable laws; and are often conducted by multidisciplinary threat assessment teams. While a planning team may include the creation of a threat assessment team in its plan, the assessment team is a separate entity from the planning team and meets on its own regular schedule.
  - **Purpose**: To identify students, staff, or other persons who may pose a threat—before the threat develops into an incident—and to refer those individuals for services, if appropriate.
- **Capacity Assessment**
  - **Description**: The planning team needs to know what resources will be at its disposal. A capacity assessment examines the capabilities of students and staff as well as the services and material resources of community partners. This assessment is used to identify people in the building with applicable skills (e.g., first aid certification, search and rescue training, counseling and mental health expertise, ability to assist individuals with disabilities and other access and functional needs). Equipment and supplies should also be inventoried. The inventory should include an evaluation of equipment and supplies uniquely for individuals with disabilities, such as evacuation chairs, the availability of sign language interpreters and technology used for effective communication, accessible transportation, and consumable medical supplies and durable medical equipment that may be necessary during a shelter-in-place or evacuation.

  - **Purpose**: To gain an increased understanding of the resources available and learn information about staff capabilities. This will help planners assign roles and responsibilities in the plan.
- **Information from local, state, and Federal partners.** Your planning team should reach out to local,[5] state,[6] and Federal[7] agencies for information about historical threats and hazards faced by the surrounding community.
- **Information from the school community.** Your planning team should reach out to the broader school community to identify any additional threats and hazards that the school and surrounding community have faced in the past or may face in the future.

Action Steps

Please record threats and hazards from various data sources into the left-hand column in **Worksheet 2 (pg. 6–7)**. These threats and hazards may be modified at any time. When you are finished, save your work (File>Save or CTRL+S).

Evaluate Risks and Vulnerabilities of Threats and Hazards and Then Prioritize

After developing a comprehensive list of threats and hazards, and collecting information about those threats and hazards, the planning team should consolidate all of the information it has obtained into a format that is usable for evaluating and comparing the risks posed by the identified threats and hazards. This will allow the team to prioritize which threats or hazards it will directly address in the plan.

In order to evaluate the risk and vulnerability of a particular threat or hazard, your team should depict scenarios of each threat and hazard unfolding at your school and consider the risk criteria of magnitude, duration, probability, and warning time associated with the threat or hazard, as well as how different variables could affect the different risk criteria. For example, consider how the warning time for a school fire might differ if the cause of the fire is a wildfire spreading across a nearby forest versus an accidental explosion in a science lab. At this stage in the planning process, it is suggested that your planning team err on the side of caution in determining risk and identifying vulnerabilities.

---

[5] Examples of local and county agencies include the following: emergency management offices, fire and police departments, local organizations and community groups (e.g., local chapter of the American Red Cross, Community Emergency Response Team), and utility companies.
[6] Examples of state agencies include state Departments of Education, Homeland Security and/or Emergency Management, and Health; Fire Marshal; and State Police.
[7] Examples of Federal agencies include U.S. Department of Homeland Security and FEMA; DOJ and FBI; ED; U.S. Department of Health and Human Services; the National Oceanic and Atmospheric Administration; and U.S. Geological Survey.

One way to evaluate risk is to use a mathematical approach that assigns index numbers (e.g., a 1-to-4 scale) for different categories of information used in the ranking scheme. Using this approach, the planning team may categorize threats and hazards as posing a relatively high, medium, or low risk.

Action Steps

To evaluate the risk of each of your threats and hazards using this approach, please assign the appropriate index numbers for each risk category included in the five middle columns of **Worksheet 2 (pg. 6–7)** for each of the threats and hazards you previously identified in the left-hand column.

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 7–12: Step 2

REMS TA Center.

- *Step 2: Understand the Situation*. Available at http://rems.ed.gov/K12PPStep02.aspx.
- *School Climate and Emergencies.* Available at http://rems.ed.gov/K12SchoolClimateAndEmerg.aspx.

REMS TA Center Resources

- *Examples of Threats and Hazards.* Available at http://try.eopassist.remstacenter.org/resources/Examples%20of%20Threats%20and%20Hazards.pdf.
- *Threat Assessment in Schools: Basic and Benchmarks Train-the-Educator Training* (Free On-site Training by Request). Available at http://rems.ed.gov/TA_TrainingsByRequest.aspx.
- *Step 2 Related Resources*. Available at http://rems.ed.gov/K12PPStep02.aspx.
- *School Climate and Emergencies Related Resources.* Available at http://rems.ed.gov/K12SchoolClimateAndEmerg.aspx.
- *Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs Specialized Training Package.* Available at http://rems.ed.gov/TrainingPackage.aspx.
- *Tool Box*. Available at http://rems.ed.gov/ToolBox.aspx.
    - Assessment Materials and Surveys
    - Assessment Checklists/Worksheets

Additional Resources

IACP. *Assessing School Safety Online Course*. Available at http://elearning-courses.net/iacp/registrationPortal/courseInformation.cfm?courseID=3.

Step 3: Determine Goals and Objectives

Now that your planning team has a comprehensive yet prioritized list of threats and hazards, Step 3 will prompt your team to select which threats and hazards will be included in the EOP, and then to develop goals and objectives for addressing those selected threats and hazards.

Select Threats and Hazards to Address in the School EOP

Your team's first task is to review the prioritized list of threats and hazards from Step 2 and to select which of those threats and hazards will be addressed in the school EOP.

Develop Goals and Objectives for Threats and Hazards

Next, your planning team will develop three goals (before, during, and after) to address each selected threat and hazard, and then develop corresponding objectives for each goal. Some goals and objectives apply to multiple threats and hazards and are therefore considered cross-cutting functions. During the process of developing goals and objectives for threats and hazards, your team will also need to identify which goals and objectives are functions and which are not.

Develop Goals and Objectives for Functions

After identifying cross-cutting functions, your team will develop goals and objectives for each function.

Outcome of Step 3

At the conclusion of Step 3, your planning team will have developed goals and objectives for each threat, hazard, and function. These goals and objectives will be carried forward to Step 4 and will be used as the basis for courses of action. Goals, objectives, and courses of action will ultimately form the Functional Annexes and Threat- and Hazard-Specific Annexes of the school EOP.

Select Threats and Hazards to Address in the School EOP

Your team's first task is to review the prioritized list of threats and hazards from Step 2 and to select the threats and hazards that your planning team chooses to address in the school EOP. These selected threats and hazards will be carried forward in the remaining steps of the planning process.

Action Steps

Worksheet 2 (pg. 6–7) contains a summary of the threats and hazards that your planning team identified, assessed for risk, and prioritized in Step 2. Please review this content carefully and then determine which threats and hazards your team will initially address in your school EOP. Once your team has decided which threats and hazards will be addressed, you should place a checkmark in the right-hand column of **Worksheet 2 (pg. 6–7)** for each selected threat and hazard. Save your work (File>Save or CTRL+S).

Develop Goals and Objectives for Threats and Hazards

Next, your team should develop three goals and corresponding objectives for each of your selected threats and hazards. The three goals should indicate the desired outcome (1) before, (2) during, and (3) after a threat or hazard has unfolded at your school. For each of your goals, please provide corresponding objectives—or specific, measurable actions—to achieve these goals. Often, planners will need to identify multiple objectives in support of a single goal. The goals and objectives developed in this step will be carried forward to the next step in the planning process—Step 4—which will prompt your planning team to develop courses of action for accomplishing the goals and objectives established here. Ultimately, the goals, objectives, and courses of action developed for each threat and hazard will form the Threat- and Hazard-Specific Annexes section of your school EOP.

> ***Goals*** are broad, general statements that indicate the desired outcome in response to the threat or hazard identified by planners in the previous step.
>
> ***Objectives*** are specific, measurable actions that are necessary to achieve the goals.
>
> *These cross-cutting goals and objectives are known as* ***functions****.*

As your team develops goals and objectives for threats and hazards, you should find that some of your goals and objectives apply to more than one threat or hazard. For example, a goal addressing the threat or hazard of a fire might be to provide necessary medical attention to those in need. Providing medical attention is a goal that could also apply to tornadoes, explosions, contaminated food outbreaks, or *active-shooter situations*. These cross-cutting goals and objectives are known as functions. Examples of functions include the following: evacuation; lockdown; shelter-in-place; accounting for all persons; communications and warning; family reunification; continuity of operations; recovery; public health, medical health, and mental health; and security. While developing goals and objectives, your team will be prompted to identify which of those goals and objectives are considered functions. The functions that your team identifies here will eventually become Functional Annexes in your school EOP.

Sample Goals and Objectives

Threat or Hazard: Fire

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

Action Steps

Please use **Worksheets 29–39 (pg. 35–45)** to develop goals and objectives for each selected threat and hazard.

Please use **Worksheet 3 (pg. 8)** to document any cross-cutting functions that are referred to in the goals and objectives developed for threats and hazards.

Begin by typing the respective threat or hazard above the table. Then, type your goals and objectives into the designated table cells. You may add rows to the table (as you would with any other table in Microsoft Word) if your team needs to develop multiple objectives in support of a single goal. Then, for each goal and objective, use **Worksheet 3 (pg. 8)** to mark the checkbox for the corresponding function, as applicable.

Recommended functions are preloaded on **Worksheet 3 (pg. 8)**; however, your team may add new functions to the list on **Worksheet 3 (pg. 8)** as well. Once a function has been marked, it is not necessary to mark it again. Be sure to save your work (File>Save or CTRL+S). Repeat this process for the remaining threats and hazards.

Develop Goals and Objectives for Functions

After identifying functions, the planning team should develop three goals and corresponding objectives for each function. As with the goals already identified for threats and hazards, the three goals should indicate the desired outcome for (1) before, (2) during, and (3) after the function has been executed. The goals and objectives developed for these functions will be carried forward to the next step in the planning process—Step 4—which will prompt your planning team to develop courses of action for accomplishing the goals and objectives established here. Ultimately, the goals, objectives, and courses of action developed for each function will form the Functional Annexes section of your school EOP.

Action Steps

Please use **Worksheets 18–28 (pg. 24–34)** to develop goals and objectives for each selected function identified in **Worksheet 3 (pg. 8)**.

Directions for Developing Goals and Objectives for Recommended Functions

Recommended functions are preloaded above each table in **Worksheets 18–28 (pg. 24-34)**. To develop goals and objectives for those preloaded functions, find the appropriate worksheet for the function using the table that begins on the next page. Then, type your goals and objectives into the designated table cells. You may add rows to the table, if your team needs to develop multiple objectives in support of a single goal. Repeat this process for the remaining recommended functions. Be sure to save your work (File>Save or CTRL+S).

Recommended Function	Considerations for Developing Goals, Objectives, and Courses of Action	Corresponding Worksheet
Evacuation	• How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations. • How to evacuate when the primary evacuation route is unusable. • How to evacuate students who are not with a teacher or staff member. • How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.	Worksheet 18 (pg. 24)
Lockdown	• How to lock all exterior doors, and when it may or may not be safe to do so. • How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action. • What to do when a threat materializes inside the school. • When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).	Worksheet 19 (pg. 25)
Shelter-in-Place	• What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water). • How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services. • How to move students when the primary route is unusable. • How to locate and move students who are not with a teacher or staff member. • Consider the need for and integration of “safe rooms” for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is	Worksheet 20 (pg. 26)

	not an option.	
Accounting for All Persons	• How staff will determine who is in attendance at the assembly area. • What to do when a student, staff member, or guest cannot be located. • How staff will report to the assembly supervisor. • How and when students will be dismissed or released.	Worksheet 21 (pg. 27)
Communications and Warning	• How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff). • How to ensure relevant staff members can operate communications equipment. • How the school will communicate with students, families, and the broader community before, during, and after an emergency. • How to account for technology barriers faced by students, staff, parents, and guardians. • How to effectively address language access barriers faced by students, staff, parents, and guardians. • How the school will handle the media (e.g., district or school Public Information Officer [PIO]). • How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events). • How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).	Worksheet 22 (pg. 28)
Family Reunification	• How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification. • How to verify that an adult is authorized to take	Worksheet 23 (pg. 29)

	custody of a student. • How to facilitate communication between the parent check-in and the student assembly and reunion areas. • How to ensure students do not leave on their own. • How to protect the privacy of students and parents from the media. • How to reduce confusion during the reunification process. • How frequently families will be updated. • How to account for technology barriers faced by students, staff, parents, and guardians. • How to effectively address language access barriers faced by students, staff, parents, and guardians.	
Continuity of Operations (COOP)	• How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days. • How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment. • How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.	Worksheet 24 (pg. 30)
Recovery	• Academic recovery • When the school should be closed and reopened, and who has the authority to do so. • What temporary space(s) the school may use if school buildings cannot be immediately reopened. • How to provide alternate educational programming in the event that students cannot physically reconvene. • Physical recovery • How to document school assets, including physically accessible facilities, in case of damage. • Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes. • How the school will work with utility and insurance companies before an emergency to support a	Worksheet 25 (pg. 31)

	quicker recovery. • Fiscal recovery • How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager). • How staff will receive timely and factual information regarding returning to work. • What sources the school may access for emergency relief funding. • Psychological and emotional recovery • Who will serve as the team leader. • Where counseling and psychological first aid will be provided. • How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling. • Who will provide trained counselors. • How to address the immediate, short-, and long-term counseling needs of students, staff, and families. • How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance. • How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future. • How the Public Health, Medical and Mental Health annex will inform the actions and plans of the Recovery annex.	
Public Health, Medical, and Mental Health	• What the role of staff members is in providing first aid during an emergency. • Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials. • Which staff have relevant training or experience,	Worksheet 26 (pg. 32)

	such as in first aid or CPR. • How the school will secure a sufficient number of counselors in the event of an emergency. • How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department. • How the school will support the needs of students identified by the threat assessment team.	
Security	• How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school. • How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]); • How to get students to and from school safely (including traffic control and pedestrian safety); • How to keep prohibited items out of school; and • How to respond to threats identified by the behavioral threat assessment team. • How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws). For more information on FERPA and HIPAA, visit Information Sharing.	Worksheet 27 (pg. 33)

**Refer to this table again when developing courses of action for functions in Step 4.*

Directions for Developing Goals and Objectives for New Functions

For any new functions identified on **Worksheet 3 (pg. 8)**, use **Worksheet 28 (pg. 34)** to develop goals and objectives for those functions. Begin by identifying the number of new functions on **Worksheet 3 (pg. 8)**. There is one table on **Worksheet 28 (pg. 34)** for new functions. If your team has identified more than one new function, you will need to create additional worksheet content (the heading and the tables) for each of those functions. Simply copy (CTRL+C) the heading and table on **Worksheet 28 (pg. 34)** and then paste (CTRL+V) as many times as there are new functions. For each new function table, begin by typing the name of the new function in the indicated space above the table (formatted as heading level 2). Then, type your goals and objectives into the designated table cells. You may add rows to the table if your team needs to develop multiple objectives in support of a single goal. Repeat this process for the remaining recommended functions. Be sure to save your work (File>Save or CTRL+S).

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 12–14: Step 3

REMS TA Center. *Step 3: Determine Goals and Objectives*. Available at http://rems.ed.gov/K12PPStep03.aspx.

REMS TA Center Resources

- *Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs Specialized Training Package*. Available at http://rems.ed.gov/TrainingPackage.aspx.
- *Step 3 Related Resources.* Available at http://rems.ed.gov/K12PPStep03.aspx.

Step 4: Plan Development (Identify Courses of Action)

Now that your planning team has identified goals and objectives for addressing threats, hazards, and functions, Step 4 will prompt your team to develop courses of action for accomplishing those goals and objectives. Courses of action are the step-by-step procedures used to enact functions or manage threats and hazards.

Use Scenario-Based Planning

Your team's first task in developing courses of action is to use scenario-based planning to imagine the different ways that a threat or hazard may unfold, and the steps your school and community partners should take to address those threats and hazards—either with functions or with threat- and hazard-specific procedures.

Develop Courses of Action for Threats and Hazards

Next, using the scenarios that your planning team just imagined, your team will develop courses of action that clearly describe how your school and community partners will enact procedures to address specific threats and hazards.

Develop Courses of Action for Functions

Likewise, your planning team will use the scenarios to develop courses of action that clearly describe how your school and community partners will enact different functions.

Outcome of Step 4

At the conclusion of Step 4, your planning team will have courses of action for each threat, hazard, and function. Along with the goals and objectives developed in Step 3, the courses of action will form the primary content in the Functional Annexes and Threat- and Hazard-Specific Annexes sections of your school EOP. In Step 5, your team will format the goals, objectives, and courses of action into actual sections of the school EOP.

Use Scenario-Based Planning

Your team's first task in developing courses of action is to use scenario-based planning to imagine the different ways that a threat or hazard may unfold, and how your school and community partners should address those threats and hazards—with functions or threat- or hazard-specific procedures. High-quality courses of action account for all possible ways that an emergency can unfold, including all settings and times. As such, your team should use scenarios to envision all of the variables that may impact how a threat or hazard unfolds.

For example, imagine that there is a chemical spill near your school. How might the response measures change if this chemical spill happens at 7 a.m., 1 p.m., or 10 p.m.? Will a school's response differ based on the time of day and the persons who are in the building? How might the response measures differ if

the chemical spill occurs outside of the school cafeteria, just before lunch? What if the spill contaminates the heating, ventilation, and air conditioning system before the start of the school day?

To use scenario-based planning, planning teams are recommended to take the following steps:

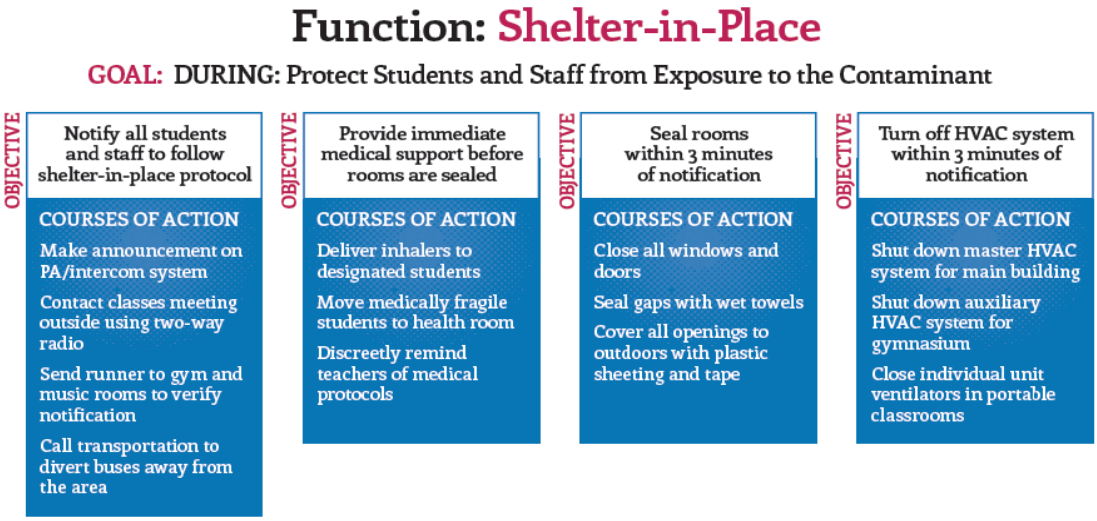
1. **Depict a scenario involving a selected threat or hazard**.
2. **Determine the amount of time available to respond to the threat or hazard in your scenario.** This time will vary based on the type of threat or hazard and the particular scenario.
3. **Identify decision points**. Decision points indicate the place in time, as threats or hazards unfold, when leaders anticipate making decisions about a course of action.
4. **Develop courses of action**. Use the scenario, available response time, and decision points to determine appropriate courses of action. Additional information about developing courses of action is included on the next page.

Develop Courses of Action for Threats and Hazards and for Functions

Courses of action should read as a specific set of steps or instructions that individuals with different roles and responsibilities should take in order to accomplish established goals and objectives. Courses of action should provide answers to the following questions:

- What is the action?
- Who is responsible for the action?
- When does the action take place?
- How long does the action take and how much time is actually available?
- What has to happen before?
- What happens after?
- What resources are needed to perform the action?
- How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, wayfinding, evacuation or personal assistance services, or who may experience severe anxiety during traumatic events?

Sample Courses of Action



Action Steps

It is now time to develop courses of action that address the **threats and hazards** and **functions** that your planning team selected for your school EOP in Step 3. As your team may recall, Step 3 also prompted your team to develop goals and objectives for threats and hazards as well as for functions. Those goals and objectives that your team developed may be found in **Worksheets 29-39 (pg. 35–45)** for threats and hazards, and **Worksheets 18–28 (pg. 24–34)** for functions.

To develop courses of action for a threat, hazard, or function, find the specific threat, hazard, or function worksheet. Then in the designated cells in the table, write out courses of action that accomplish the goals and objectives that your team previously developed, and which address the questions listed above. Repeat this process for the remaining threats and hazards. Be sure to save your work (File>Save or CTRL+S).

When developing courses of actions for functions, refer to the table in Step 3, pages 19-24, regarding considerations for developing goals, objectives, and courses of action for functions.

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 14–16: Step 4

REMS TA Center. *Step 4: Plan Development (Identifying Courses of Action).* Available at http://rems.ed.gov/K12PPStep04.aspx.

REMS TA Center Resources

- *Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs Specialized Training Package.* Available at http://rems.ed.gov/TrainingPackage.aspx.
- *Tool Box*. Available at http://rems.ed.gov/ToolBox.aspx.
    - Scenarios for Use in Scenario-Based Planning
    - Emergency Procedures

Additional Resources

DHS FEMA (November 2010). *Comprehensive Preparedness Guide 101: Developing and Maintaining Emergency Operations Plans, Version 2.* Available at http://www.fema.gov/media-library/assets/documents/25975.

- Chapter 4, Pages 12–16: Information on Scenario-Based Planning

Step 5: Plan Preparation, Review, and Approval

Now that your planning team has completed all of the preparatory work for the school EOP, Step 5 will prompt your team to format this material into a plan. Although there are many ways to format an EOP, the *Interactive Workbook* will guide your team to create a plan with the following sections: (1) Basic Plan,[8] (2) Functional Annexes,[9] and (3) Threat- and Hazard-Specific Annexes.[10]

Prepare the Draft EOP

First, your planning team will need to create a draft of the school EOP, beginning with the Threat- and Hazard-Specific and Functional Annexes. At this stage, your team has already developed the content for these annexes—which includes the goals, objectives, and courses of action developed in Step 3 and Step 4, and located in **Worksheets 29–39 (pg. 35–45)** and **Worksheets 18–28 (pg. 24–34)**. In addition to the Threat- and Hazard-Specific and Functional Annexes, your team will also draft the Basic Plan section, which will be located in **Worksheets 4–17 (pg. 9–23)**. If your school is part of a larger school district, some of the content for this section may come from the district.

Format the Draft EOP

After your team has developed content for the Basic Plan, the Functional Annexes, and the Threat- and Hazard-Specific Annexes of your school EOP, your team will need to format your worksheets into a school EOP.

Review, Approve, and Share the Plan

After your planning team has finished formatting the draft EOP, your team will review[11] this draft for both plan content and writing conventions, and revise the plan accordingly. After reviewing the draft

---

[8] The Basic Plan section of the school EOP provides an overview of the school's approach to emergency operations. Although the Basic Plan section guides the development of the more operationally oriented annexes, its primary audiences consist of the school, local emergency officials, and the community (as appropriate).

[9] The Functional Annexes section details the goals, objectives, and courses of action of functions (e.g., evacuation, lockdown, recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.

[10] The Threat- and Hazard-Specific Annexes section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, *active shooter*). Threat- and hazard-specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency.

[11] Note: Your planning team will have to review the school EOP two different times in the six-step planning process, in Step 5 and Step 6. Here, in Step 5, your team is charged with reviewing a draft of the plan. In Step 6, your team will need to regularly review the published plan as part of regular plan updating and maintenance. These two types of reviews should not be confused with one another.

and revising the plan, your planning team must obtain official approval of the plan and then share the plan with community partners and additional stakeholders who may have a role in the plan.

Outcome of Step 5

At the conclusion of Step 5, your planning team will have an approved EOP that is ready to be implemented by your school.

Prepare the Draft EOP: Threat- and Hazard-Specific Annexes and Functional Annexes

Your planning team already completed most of the work for the Threat- and Hazard-Specific Annexes[12] and Functional Annexes[13] in Step 3 and Step 4, when your team identified goals, objectives, and courses of action for threats and hazards. At this stage, your team will be prompted to edit the text already developed for each threat, hazard, and function and then format accordingly for inclusion in the draft EOP. A recommended format for presenting information in each of the annexes is as follows:

- Title (the threat or hazard)
- Goal(s)
- Objective(s)
- Courses of Action (Describe the courses of action you developed in Step 4 in the sequence in which they should occur.)

Action Steps

To edit and format the content for each of your annexes, please refer to **Worksheets 29–39 (pg. 35–45)** for Threat- and Hazard-Specific Annexes and **Worksheets 18–28 (pg. 24–34)** for Functional Annexes.

- If you would like to maintain the table format for these annexes, please proceed to the review and revision of these annexes, described below.
- If you would like to convert the text from the table format to a narrative format, please convert the table to text by following the steps listed below[14]:
    1. Select the table with your mouse.

[12] The Threat- and Hazard-Specific Annexes section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, *active shooter*). Threat- and Hazard-Specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency.
[13] The Functional Annexes section details the goals, objectives, and courses of action of functions (e.g., evacuation, lockdown, recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.
[14] The following steps are written for Microsoft Word 2013. The steps may vary for different versions of Microsoft Word.

2. In the Microsoft Word toolbar, select **Layout (Table Tools) > Convert to Text**
3. You will be presented with a pop-up box. Make sure that the **Paragraph marks** option is selected and that **Convert nested tables** is checked.

After converting the table to text, revise the text as necessary.

The aim of reviewing and revising your annexes is to develop coherent annexes. As you review and revise your Threat- and Hazard-Specific Annexes, it is likely that some of your courses of action for threats and hazards will reference cross-cutting functions. In those cases, it is recommended that you add a note that additional information on a particular function may be found in the corresponding Functional Annex.

After reviewing and revising each of your annexes for threats, hazards, and functions, be sure to save your work (File>Save or CTRL+S).

Prepare the Draft EOP: Basic Plan

After preparing the Threat- and Hazard-Specific Annexes, your planning team will develop the Basic Plan section of the school EOP.

Action Steps

The Basic Plan section provides an overview of the school's approach to emergency operations and often consists of several subsections, as listed below and in **Worksheets 4–17 (pg. 9–23)**. If your school or district already has an up-to-date Basic Plan section (provided by the district or otherwise), use that Word document instead of **Worksheets 4–17** and/or cut and paste it into the worksheets document, replacing **Worksheets 4–17**. Otherwise, you may manually create the Basic Plan section by following the directions for each component in the Basic Plan listed below.

1. Introductory Material

1.0 Cover Page

- The Cover Page contains the following information and is the first page of your plan: Title of the plan
- Date
- The school(s) covered by the plan

In **Worksheet 4 (pg. 9)**, please cut and paste or write out the Cover Page of your school EOP.

1.1 Promulgation Document and Signatures

This document or page contains a signed statement formally recognizing and adopting the school EOP. It gives both the authority and the responsibility to school officials to perform their tasks before, during, or after an incident, and therefore should be signed by the school administrator or another authorizing official.

In **Worksheet 5 (pg. 10)**, please cut and paste or write out the Promulgation Document and Signatures section of your school EOP.

1.2 Approval and Implementation

The Approval and Implementation page introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans. It includes a delegation of authority for specific modifications that can be made to the plan and by whom they can be made without the school administrator's signature. It also includes a date and should be signed by the authorized school administrator.

In **Worksheet 6 (pg. 12)**, please cut and paste or write out your school's or district's statement formally recognizing and adopting the school EOP.

1.3 Record of Changes

Each update or change to the plan should be tracked. The Record of Changes page, usually in table format, contains—at a minimum—a change number, the date of the change, the name of the person who made the change, and a summary of the change.

In **Worksheet 7 (pg. 13)**, please identify any Record of Changes information, as described above. If your plan does not yet contain any changes, you may leave the material included in this worksheet untouched. Also, if you prefer to organize your Record of Changes information using different headings, or in a different format, you may edit the material located in the table in the worksheet.

1.4 Record of Distribution

Districts and schools typically share their final EOPs with community partners who have a role in carrying out the plan before, during, or after an emergency. The record of distribution, usually in table format, documents the title and the name of the person receiving the plan, the agency to which the recipient belongs (either the school office or, if from outside the school, the name of the appropriate government agency or private-sector entity), the date of delivery, and the number of copies delivered.

Please identify any Record of Distribution information, as described above. If you have not yet distributed your plan, you may leave the material untouched. Also, if you prefer to organize your Record of Distribution information using different headings, or in a different format, you may edit the material in **Worksheet 8 (pg. 14)**.

2. Purpose, Scope, Situation Overview, and Assumptions

2.1 Purpose

The purpose sets the foundation for the rest of the school EOP. The basic plan's purpose is a general statement of what the school EOP is meant to do. The statement should be supported by a brief synopsis of the basic plan and annexes.

In **Worksheet 9 (pg. 15)**, please cut and paste or write out the Purpose section of your school EOP.

2.2 Scope

The EOP should explicitly state the scope of emergency and disaster response and the entities (e.g., departments, agencies, private sector, citizens) and geographic areas to which the plan applies.

In **Worksheet 9 (pg. 15)**, please cut and paste or write out the Scope section of your school EOP.

2.3 Situation Overview

The situation section explains why a school EOP is necessary and provides a general discussion of the threats and hazards that pose a risk to the school—and would result in a need to use this plan—as well as the dependencies on parties outside the school for critical resources.

In **Worksheet 9 (pg. 15)**, please cut and paste or write out the Situation Overview section of your school EOP.

2.4 Planning Assumptions

The Planning Assumptions section identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the EOP. During operations, the assumptions indicate areas where adjustments to the plan have to be made as the facts of the incident become known. The assumptions also provide the opportunity to communicate the intent of senior officials regarding emergency operations priorities.

In **Worksheet 9 (pg. 15)**, please cut and paste or write out the Planning Assumptions section of your school EOP.

3. Concept of Operations (CONOPS)

The CONOPS section explains in broad terms the school administrator's intent regarding an operation. This section is designed to provide an overall picture of how the school will work to protect students, staff members, and visitors, and should perform the following items:

- Identify those with authority to activate the plan (e.g., school administrators);
- Describe the process by which the school coordinates with all appropriate agencies, boards, or divisions within the jurisdiction;
- Describe how plans take into account the architectural, programmatic, and communication rights of individuals with disabilities and other access and functional needs;
- Identify other response and support agency plans that directly support the implementation of this plan (e.g., city or county EOP, school EOPs from schools co-located on the grounds);
- Explain that the primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact of an emergency on life or property;
- Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and
- Explain that the primary purpose of actions taken after an emergency is to recover from its impact on life or property.

In **Worksheet 10 (pg. 16)**, please cut and paste or write out the CONOPS section of your school EOP.

4. Organization and Assignment of Responsibilities

The Organization and Assignment of Responsibilities section provides an overview of the broad roles and responsibilities of school and district staff, families, guardians, and community partners (e.g., first responders, local emergency managers, and public and mental health personnel), and of organizational functions *during* all emergencies. It accomplishes the following:

- Describes the broad roles and responsibilities of individuals that apply *during* all emergencies.
  - Individuals whom the planning team may wish to include in this section of the plan are principals and other school administrative leaders, teachers, support personnel (e.g., instructional aides, counselors, social workers, psychologists, nurses, maintenance staff, SROs, cafeteria workers, bus drivers), and parents and guardians.
  - The planning team may also wish to include community-based organizations represented in the EOP.
- Describes informal and formal agreements in place for the quick activation and sharing of resources during an emergency (e.g., evacuation locations to a nearby business's parking lot). Agreements may be between the school and response groups (e.g., fire department, police department), neighboring schools, organizations, and businesses.

In **Worksheet 11 (pg. 17)**, please cut and paste or write out the Organization and Assignment of Responsibilities section of your school EOP.

5. Direction, Control, and Coordination

The Direction, Control, and Coordination section describes the framework for all direction, control, and coordination activities in the plan. More specifically, this section should explain the following:

- The ICS structure;[15]
- The relationship between the school EOP and the district, or the broader community's emergency management system; and
- Who has control of the equipment, resources, and supplies needed to support the school EOP.

In **Worksheet 12 (pg. 18)**, please cut and paste or write out the Direction, Control, and Coordination section of your school EOP.

6. Information Collection, Analysis, and Dissemination

The Information Collection, Analysis, and Dissemination section addresses the role of information in the successful implementation of the activities that occur before, during, and after an emergency. This section should identify the type of information that will be helpful in the successful implementation of the activities that occur before, during, and after an emergency, such as the following:

[15] ICS defines the command structure used in an emergency.

- Before and during: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, crime reports; and
- After: mental health agencies' Websites and hotlines, and emergency management and relief agencies' Websites and hotlines assisting in all aspects of recovery.

For each of the identified types of information, this section should address the following questions:

- What is the source of the information?
- Who analyzes and uses the information?
- How is the information collected and shared?
- What is the format for providing the information to those who will use it?
- When should the information be collected and shared?

In **Worksheet 13 (pg. 19)**, please cut and paste or write out the Information Collection, Analysis, and Dissemination section of your school EOP.

7. Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the district and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale communitywide drills that realistically portray an emergency event and show the role the school plays in school district and municipal planning.

In **Worksheet 14 (pg. 20)**, please cut and paste or write out the Training and Exercises section of your school EOP.

8. Administration, Finance, and Logistics

The Administration, Finance, and Logistics section covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan. This section should

- identify administrative controls (e.g., budget and acquisition policies and procedures) and requirements that will be used to provide resource and expenditure accountability;
- briefly describe how the school will maintain accurate logs of key activities;
- briefly describe how vital records (e.g., student records) will be preserved (details may be contained in a Continuity of Operations functional annex); and
- identify general policies for keeping financial records, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.

In **Worksheet 15 (pg. 21)**, please cut and paste or write out the Administration, Finance, and Logistics section of your school EOP.

9. Plan Development and Maintenance

The Plan Development and Maintenance section describes the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section

- describes the planning process, participants in that process, and how development and revision of different sections of the school EOP (Basic Plan and annexes) are coordinated before an emergency;
- assigns responsibility for the overall planning and coordination to a specific position or person; and
- provides for a regular cycle of training, evaluating, reviewing, and updating the school EOP.

The planning team may want to consider including a review timeline in this section of the plan.

In **Worksheet 16 (pg. 22)**, please cut and paste or write out the Plan Development and Maintenance section of your school EOP.

10. Authorities and References

The Authorities and References section provides the legal basis for emergency operations and activities, and includes

- lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies; and
- provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

In **Worksheet 17 (pg. 23)**, please cut and paste or write out the Authorities and References section of your school EOP.

You have now finished the Basic Plan section of your school EOP. Be sure to save your work (File>Save or CTRL+S).

Format the Draft EOP

Now that your team has developed content for the Basic Plan, the Functional Annexes, and the Threat- and Hazard-Specific Annexes of your school EOP, it is now time to format your worksheets into a school EOP accordingly. The *Interactive Workbook* presents a traditional format that can be tailored to meet individual school needs. This format is organized into the following sections:

1. Basic Plan
2. Functional Annexes
3. Threat- and Hazard-Specific Annexes

Action Steps

To format plan content in your worksheets document into this school EOP format, please refer to your worksheets document (Part B). Save your worksheets document as a new document (File<Save As) titled the name of your school EOP. Now delete the cover page of the worksheets document, the Getting Started section, the Table of Contents, and Worksheets 1, 2, and 3. Now delete any references to the term "worksheet" from your document. You should now have a formatted school EOP. Be sure to save your work (File>Save or CTRL+S).

Review, Approve, and Share the Plan

Congratulations! Your planning team has just finished the first draft of your school EOP. The content of your plan is now ready for your planning team's review.

To review your draft plan, invite your planning team and other stakeholders to conduct a review of the EOP for plan content and writing conventions. The following EOP Review Checklist may prove useful in your review. Make sure to save a copy of the original plan as well as the revised plan.

EOP Review Checklist

School emergency planners should develop emergency operations plans (EOPs) that are useful in practice, adhere to basic writing conventions, and comply with applicable laws. Please use the following checklist to help your planning team review your school EOP according to these criteria.

Does your school EOP use effective writing practices that clearly express the ideas of the plan? Please check all that apply.

- ☐ The plan summarizes important information with checklists and visual aids, such as maps and flowcharts.
- ☐ The plan is written clearly, using plain language, avoiding jargon, minimizing the use of abbreviations, and using short sentences and the active voice. Qualifiers and vague wording only add to confusion.
- ☐ The plan uses a logical and consistent structure that makes it easy for readers to grasp the rationale for the sequence of the information and to easily scan to retrieve the information they need.
- ☐ The plan provides enough detail to convey an easily understood plan that details specific actions.
- ☐ The plan is accessible to diverse audiences and is compatible with appropriate auxiliary aids and services to ensure effective communication, such as accessible websites, digital text that can be converted to audio or Braille, text equivalents for images, and captioning of any audio used in video content.

How useful is your plan in practice? Please review the following criteria to determine the effectiveness and efficiency of the plan. Please check all that apply.

Adequate

- ☐ The plan identifies and addresses critical courses of action.
- ☐ The plan can accomplish the assigned function.
- ☐ The plan's assumptions are valid and reasonable.

Feasible

- ☐ The school can accomplish the assigned function and critical tasks by using available resources.
- ☐ The school can accomplish the assigned function and critical tasks within the time contemplated by the plan.

Acceptable

- ☐ The plan meets the requirements driven by a threat or hazard.
- ☐ The plan meets cost limitations.
- ☐ The plan meets time limitations.
- ☐ The plan is consistent with the law.

Complete

- ☐ The plan incorporates all courses of action to be accomplished for the selected threats and hazards and identified functions.
- ☐ The plan integrates the needs of the whole school community.
- ☐ The plan provides a complete picture of what should happen, when, and at whose direction.
- ☐ The plan estimates time for achieving objectives, with safety remaining as the utmost priority.
- ☐ The plan identifies success criteria and a desired end state.
- ☐ The plan conforms to the planning principles outlined in the *Guide for Developing High-Quality School Emergency Operations Plans*.

Compliant

- ☐ The plan complies with applicable Federal, State and local requirements, including the *Americans with Disabilities Act (ADA)* and *Title VI* regulations of the *Civil Rights Act of 1964.*

Approving the Plan

After your planning team has reviewed and finalized the plan, the team should present it to the appropriate leadership to obtain official approval. The planning team should then share the plan with community partners, such as first responders or local emergency management staff, and other stakeholders with a role in the plan, including relevant district, local, regional, and/or state agencies with which the plan will be coordinated and other organizations that may use the school building(s).

Planning teams may want to share only certain parts of the plans, or modified plans with some stakeholders.

Schools should be careful to protect the plan from those who are not authorized to have it, and should consider how they will secure documents shared electronically. Law enforcement agencies and first responders have a secured, Web-accessible site available to house copies of plans, building schematics, phone contact sheets, and other important details that round out planning. Schools must comply with state and local open records laws in storing and protecting the plan.

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 16–20: Step 5
- Pages 23–36: Plan Content

REMS TA Center.

- *Step 5: Plan Preparation, Review, and Approval*. Available at http://rems.ed.gov/K12PPStep05.aspx.
- *Basic Plan*. Available at http://rems.ed.gov/K12BasicPlan.aspx.
- *Functional Annexes*. Available at http://rems.ed.gov/K12FuncAnnex.aspx.
- *Threat- and Hazard-Specific Annexes*. Available at http://rems.ed.gov/K12ThreatAndHSAnnex.aspx.

REMS TA Center Resources

- *Active-Shooter Situations*. Available at http://rems.ed.gov/K12ActiveShooterSituations.aspx.
- *Communications and Warning Annex Related Resources.* Available at http://rems.ed.gov/K12ComAndWarningAnnex.aspx.
- *Continuity of Operations Annex Related Resources.* Available at http://rems.ed.gov/K12CoopAnnex.aspx.
- *EOP EVALUATE*. Available at http://rems.ed.gov/EOPinteractivetools.aspx.
- Evacuation Annex Related Resources. Available at http://rems.ed.gov/K12EvacAnnex.aspx.
- *Family Reunification Annex Related Resources*. Available at http://rems.ed.gov/K12FamilyRAnnex.aspx.
- *K-12 Online Courses*. Available at http://rems.ed.gov/trainings/course_k12.aspx.
    - School EOPs In-Depth: Developing a Bereavement and Loss Annex
    - School EOPs In-Depth: Developing a COOP Annex
    - School EOPs In-Depth: Developing a Food Contamination Annex
    - School EOPs In-Depth: Planning for Infectious Diseases
- *Psychological First Aid for Schools (PFA-S)*. Available at http://rems.ed.gov/K12PFAS.aspx.
- *Public Health, Medical, and Mental Health Annex Related Resources.* Available at http://rems.ed.gov/K12PHMandMHAnnex.aspx.
- *Recovery Annex Related Resources.* Available at http://rems.ed.gov/K12RecoveryAnnex.aspx.

- *Security Annex Related Resources.* Available at http://rems.ed.gov/K12SecurityAnnex.aspx.
- *Specialized Training Packages*. Available at http://rems.ed.gov/TrainingPackage.aspx.
    - Infectious Disease Planning
    - Continuity of Operations Planning
    - Developing a Food Contamination Annex
    - Responding to Bereavement and Loss
- *Step 5 Related Resources.* Available at http://rems.ed.gov/K12PPStep05.aspx.
- *Threat- and Hazard-Specific Annexes Related Resources*. Available at http://rems.ed.gov/K12ThreatAndHSAnnex.aspx.
- *Tool Box*. Available at http://rems.ed.gov/ToolBox.aspx.
    - Plan Sections and Supporting Materials

Additional Resources

DHS (January 2012). *Building and Infrastructure Protection Series: Primer to Design Safe School Projects in Case of Terrorist Attacks and School Shootings, 2nd Edition*. Available at http://www.dhs.gov/bips-07-primer-design-safe-school-projects-case-terrorist-attacks-and-school-shootings-2nd-edition.

Step 6: Plan Implementation and Maintenance

Now that your planning team has an approved EOP, Step 6 will prompt your team to implement the plan by training stakeholders; conducting drills and exercises; and reviewing, revising, and maintaining the plan. Through the process of reviewing and revising the plan, Step 6 closes the loop in the six-step planning process by prompting the planning team to begin the process again.

Train Stakeholders on the Plan

The first step in implementing the school EOP is to train everyone involved in the plan on his or her roles and responsibilities before, during, and after an emergency.

Exercise the Plan

Next, your planning team will need to exercise the plan. Drills and exercises will help stakeholders practice their roles and responsibilities before, during, and after an emergency, and provide important information to the planning team regarding the effectiveness of the plan.

Review, Revise, and Maintain the Plan

Once a plan has been implemented, the planning team will need to update the plan regularly, either in part or in whole.

Closing the Loop in the Planning Process

Step 6 closes the loop in the six-step planning process and starts the planning cycle over again. A high-quality plan is one that continually evolves to meet the needs of the school and the surrounding community.

Outcome of Step 6

At the conclusion of Step 6, your plan will be implemented and the planning cycle will begin again.

Train Stakeholders on the Plan

The first step in implementing the school EOP is to train everyone involved in the plan on his or her roles and responsibilities before, during, and after an emergency. Your planning team should consider conducting the following activities when training stakeholders on the plan.

Hold a meeting. At least once a year, hold a meeting to educate all parties on the plan.

Visit evacuation sites. Show involved parties not only where evacuation sites are located, but also where specific areas—such as reunification areas, media areas, and triage areas—will be located.

Give involved parties appropriate and relevant literature on the plan, policies, and procedures. It may also be helpful to provide all parties with quick reference guides on key courses of action.[16]

Post key information throughout the buildings. It is important that students and staff members are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures and locations. Communicate key information to individuals with disabilities and other access and functional needs by distributing the materials in an accessible format.

Familiarize students and staff with community partners. Bring community partners (e.g., law enforcement officers, fire officials, and EMS personnel) to the school to talk about the plan in order to help students and staff members feel more comfortable working with these partners.

Train staff members on the skills necessary to fulfill their roles. Staff members will be assigned specific roles in the plan and in support of ICS that require special skills and training, such as first aid, threat assessment, and provision of personal assistance services for individuals with disabilities and other access and functional needs. Substitute teachers must also be trained on their roles in the plan.

Exercise the Plan

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (e.g., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced exercise, like a functional exercise.

- **Tabletop exercises** are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.
- During **drills**, school personnel and community partners (e.g., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.
- **Functional exercises** are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (e.g., a bomb threat, or an intruder with a gun in a classroom), and implement the plan and procedures using the ICS.
- **Full-scale exercises** are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems,

[16] Your school planning team should consider preparing translated versions of these reference guides to support individuals with LEP.

communications systems, and equipment. An Emergency Operations Center is established by either law enforcement or fire services, and the ICS is activated.

Before making a decision about how many and which types of exercises to implement, a school should consider the costs and benefits of each, as well as any state or local requirements.

To effectively execute an exercise

- include community partners such as first responders[17] and local emergency management staff;
- communicate information about the exercise in advance to avoid confusion and concern;
- exercise under different and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- be consistent with common emergency management terminology, as found at http://rems.ed.gov/docs/Glossary%20of%20Key%20Terms%208.8.2014.pdf;
- debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- discuss how the school EOP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.

Review, Revise, and Maintain the Plan

Once your planning team has implemented the school EOP, your team will need to update the plan regularly.

Reviews should be a recurring activity. Planning teams should establish a process for reviewing and revising the plan. Many schools review their plans annually. In no case should any part of a plan go for more than 2 years without being reviewed and revised.

Some schools have found it useful to review and revise portions instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that will be used to inform the plan. Schools should consider reviewing and updating their plans or sections of their plans after

- actual emergencies;
- changes have been made in policy, personnel, organizational structures, processes, facilities, or equipment;
- formal updates of planning guidance or standards have been finalized;
- formal exercises have taken place;
- changes in the school and surrounding community have occurred;
- threats or hazards change or new ones emerge; or

[17] Law enforcement officers, EMS practitioners, and fire department personnel.

- ongoing assessments generate new information.

The planning team should ensure that all community partners (e.g., first responders, local emergency management staff) have the most current version of the school EOP.

Action Steps

As your planning team completes Step 6, there may be occasions when the team will want to revisit Step 5 to update portions of the Basic Plan that relate to Step 6 activities. For example, your planning team may wish to update the Training and Exercises or the Plan Development and Maintenance sections of the Basic Plan as your team implements the plan in Step 6. Additionally, the introductory materials will need to include continuous records of changes and distribution.

Thank You for Using the *Interactive Workbook*

Your planning team has just completed the six-step planning process for developing a high-quality school EOP. Your team deserves congratulations for the important strides you have taken to improve emergency management at your school!

Although completing the six-step planning process is a significant milestone, it does not mean that your work is done. High-quality school emergency planning is a continuous, cyclical process, and completing Step 6 starts the planning cycle over again. Remember: a high-quality plan is one that continually evolves to meet the needs of the school and the surrounding community.

Thank you for using the *Interactive Workbook*.

Supplemental Resources

Guidance

ED OSHS (June 2013). *Guide for Developing High-Quality School Emergency Operations Plans.* Available at http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf.

- Pages 20–23: Step 6

REMS TA Center.

- *Step 6: Plan Implementation and Maintenance.* Available at http://rems.ed.gov/K12PPStep06.aspx.

REMS TA Center Resources

- *Step 6 Related Resources*. Available at http://rems.ed.gov/K12PPStep06.aspx.
- *Toolbox*. Available at http://rems.ed.gov/ToolBox.aspx.
    - Training Materials
    - After-Action Reports
    - Materials Supporting Drills, Tabletops, and Other Exercises

Additional Resources

DHS FEMA (April 2013). *Homeland Security Exercise and Evaluation Program*. Available at http://www.fema.gov/media-library-data/20130726-1914-25045-8890/hseep_apr13_.pdf.