

School Emergency Planning Guide

Each school day, our nation's schools are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students in public and nonpublic schools. Families and communities expect schools to keep their children and youths safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school Emergency Operations Plan (school EOP). Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners, i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response. Community partners include first responders (law enforcement officers, fire officials, and emergency medical services personnel) as well as public and mental health entities. We recommend that planning teams responsible for developing and revising school EOPs use this document to guide their efforts. It is recommended that districts and individual schools compare existing plans and processes against the content and processes outlined in this guide. To gain the most from it, users should read through the entire document prior to initiating their planning efforts and then refer back to it throughout the planning process. The guide is organized in four sections: 1. The principles of school emergency management planning; 2. A process for developing, implementing, and continually refining a school EOP with community partners (e.g., first responders and emergency management personnel) at the school building level; 3. A discussion of the form, function, and content of school EOPs; 4. "A Closer Look," which considers key topics that support school emergency planning, including addressing an active shooter, school climate, psychological first aid, and information-sharing. This guide replaces "Practical Information on Crisis Planning: A Guide for Schools and Communities" (January 2007), which is rescinded.

Intended to help school officials develop and implement plans and policies for responding to natural and technological disasters or civil disturbances.

In the past few years the United States has experienced a series of disasters, such as Hurricane Katrina in 2005, which have severely taxed and in many cases overwhelmed responding agencies. In all aspects of emergency management, geospatial data and tools have the potential to help save lives, limit damage, and reduce the costs of dealing with emergencies. Great strides have been made in the past four decades in the development of geospatial data and tools that describe locations of objects on the Earth's surface and make it possible for anyone with access to the Internet to witness the magnitude of a disaster. However, the effectiveness of any technology is as much about the human systems in which it is embedded as about the technology itself. Successful Response Starts with a Map assesses the status of the use of geospatial data, tools, and infrastructure in disaster management, and recommends ways to increase and improve their use. This book explores emergency planning and response; how geospatial data and tools are currently being used in this field; the current policies that govern their use; various issues related to data accessibility and security; training; and funding. Successful Response Starts with a Map recommends significant investments be made in training of personnel, coordination among agencies, sharing of data and tools, planning and preparedness, and the tools themselves.

The NPR includes analysis based on data available as of December 31, 2019, that helps decision-makers understand the risks facing the Nation and the country's ability to address those risks. Additionally, the report includes content that can inspire action and identify areas of focus. The report provides an annual picture of the risks the Nation faces; the capabilities the Nation has-and needs-to prepare for those risks; and data-driven analysis of current, critical considerations in emergency management.

[Emergency Planning Guide for School Administrators](#)

[Emergency Planning Guidelines for Iowa Schools](#)

[Practical Information on Crisis Planning i.](#)

[Practical School Security](#)

[Averting a School Crisis](#)

[School Earthquake Emergency Planning Information Bulletin](#)

[Emergency Procedures for Schools](#)

[Jane's Safe Schools Planning Guide for All Hazards](#)

[Emergency Preparedness and Disaster Recovery in School Libraries: Creating a Safe Haven](#)

[IS-362.a](#)

Building an Emergency Plan provides a step-by-step guide that a cultural institution can follow to develop its own emergency preparedness and response strategy. This workbook is divided into three parts that address the three groups generally responsible for developing and implementing emergency procedures—institution directors, emergency preparedness managers, and departmental team leaders—and discuss the role each should play in devising and maintaining an effective emergency plan. Several chapters detail the practical aspects of communication, training, and forming teams to handle the safety of staff and visitors, collections, buildings, and records. Emergencies covered include natural events such as earthquakes or floods, as well as human-caused emergencies, such as fires that occur during renovation. Examples from the Barbados Museum and Historical Society, the Museo de Arte Popular Americano in Chile, the Mystic Seaport Museum in Connecticut, and the Seattle Art Museum show how cultural institutions have prepared for emergencies relevant to their sites, collections, and regions.

This "Emergency Planning and Procedures Guide for Schools" is a complete revision of "Emergency/Disaster Preparedness: A Planning Guide for Schools," published in November, 1999. These materials are intended for use by Minnesota schools to help them develop emergency procedures and crisis management policies. It should be used in conjunction with the 2005 edition of the Minnesota Department of Education's "Model Crisis-Management Policy." These materials are intended to be general guidelines. They need to be customized for each school building and coordinated with district policy and community emergency response plans. The "gray boxes" on some pages highlight planning or training elements, or contain referrals to other pages that provide critical information. Specific procedures are arranged loosely in chronological order. Some procedures may be handled simultaneously by different groups of people working as a team. Building and district response systems, advance planning and assigned responsibilities will dictate the order of procedures in each school building. [This publication was produced by the Minnesota Department of Public Safety Division of Homeland Security and Emergency Management.]

Emergency Response Planning for Corporate and Municipal Managers, Second Edition, outlines the essential roles of corporate and municipal managers when responding to a wide range of natural and man-made disasters. It demonstrates the importance of their relationships with federal, state, and local government agencies as well as public and private community sectors. Author Paul Erickson, one of the leading experts in the field, focuses on proactively planning for emergencies, particularly in the recognition and advanced coordination of response to incidents instead of simply implementing emergency measures. This book provides specific recommendations regarding the immediate and long-term health and safety of emergency response. End of chapter summaries and questions provide concise information on learning objectives and a review of important concepts. This book is recommended for graduate and undergraduate students studying emergency planning, management, and response; security, disaster recovery, loss prevention, and business continuity professionals and consultants; municipal managers involved in emergency planning and response; and corporate risk management/hazard professionals. Helps you to develop and implement an Emergency Response Plan Provides specific recommendations regarding the immediate and long-term health and safety of emergency response personnel End of Chapter summaries and questions provide concise information on learning objectives and a review of important concepts

[Planning Guide](#)

[A Cooperative Project of the Department of Education, Commonwealth of Pennsylvania, and Emergency Management Agency --](#)

[School Emergency Procedures](#)

[A Guide for School Administrators](#)

[Guide for All-Hazard Emergency Operations Planning](#)

[Guide for Developing High-Quality School Emergency Operations Plans](#)

[Civil Defense and Disaster Planning Guide for School Officials](#)

[Emergency Planning](#)

[Disaster Planning, Response, and Recovery. A How-To-Do-It Manual for Librarians](#)

[Instructor Guide](#)

Security expert Kenneth S. Trump outlines school security issues and provides nuts-and-bolts strategies for preventing violence and preparing for crises. Includes author's companion website.

Children represent a special challenge for emergency care providers, because they have unique medical needs in comparison to adults. For decades, policy makers and providers have recognized the special needs of children, but the system has been slow to develop an adequate response to their needs. This is in part due to inadequacies within the broader emergency care system. Emergency Care for Children examines the challenges associated with the provision of emergency services to children. Institute of Medicine report Emergency Medical Services for Children (1993), the first comprehensive look at pediatric emergency care in the United States. This new book offers an analysis of: • The role of pediatric emergency services as an integrated component of the overall health system. • System-wide pediatric emergency care planning, preparedness, coordination, and funding. • Pediatric training in professional education. • Research in pediatric emergency care. Emergency Care for Children

This book will be of particular interest to emergency health care providers, professional organizations, and policy makers looking to address the pediatric deficiencies within their emergency care systems.

A thorough guide to creating and implementing a workable safety and security plan for your school.

Fires, flu pandemic, accidents and deaths - all these have affected British schools in the past and will do so again in the future - we just don't know when or where. Schools need to build resilience to emergencies and be prepared to manage their consequences, both to ensure that a response is effective and also that the business of education continues as quickly and efficiently as possible. Whether the driver is the school's duty of care to its charges or a Local Authority requirement that teachers don't join their profession to write them and so will be requiring assistance. With practical explanations and useful checklists, this guide provides a complete framework for planning, using the UK's best practice approaches to Emergency Management and Business Continuity Management. It culminates with several template plans and exercises that can be used by school management for their own purposes. Particularly appropriate during a flu pandemic, this guide to preparing for emergencies in their school.

[Emergency Planning Guide for South Dakota School Administrators](#)

[A Planning Guide for School Administrators and Teachers](#)

[Creating a Safe Haven](#)

[Emergency Response Planning for Corporate and Municipal Managers](#)

[Emergency Care for Children](#)

[School Emergency Planning Guide](#)

[Multi-Hazard Emergency Planning for Schools](#)

[Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide \(CPG\) 101, Version 2. 0](#)

[Proactive School Security and Emergency Preparedness Planning](#)

[A Guide and Disaster Plan Framework for Rural and Small Districts](#)

Averting a School Crisis explains to its readers how to begin the school preparedness planning process for all the incidents your school can face.

When disaster strikes, school librarians can play a key role in keeping kids safe. This is the only book written specifically to provide school librarians with emergency preparedness and recovery tools as well as curricular tie-ins. • Covers the impact of recent natural disasters on schools and addresses the changing landscape with regard to school violence • Provides a guide to school emergency planning and ways in which school librarians can take the lead in making it a reality • Features checklists, reproducible role-playing scenarios, and other aids for creating an emergency preparedness plan • Lists equipment and resources the school library can provide during disasters • Suggests curricular tie-ins and books you can use to work with students before and after a disaster or violent incident

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Course Overview This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained. The topics addressed in this course include: -Understanding incident management. -Forming the planning team. -Understanding the situation. -Developing a school emergency operations plan. -Incorporating the Incident Command System principles and roles in the school emergency operations plan. -Training, exercising, and maintaining the school emergency operations plan. Course Objectives: Upon completing this course, the participant will be able to: -Describe the activities related to the key areas of incident management. -Describe how the school emergency operations plan (EOP) fits into district, community, and family/personal emergency plans. -Identify school staff to participate on the school planning team. -Identify community members who should be on the school planning team. -Identify natural, technological, and human-caused hazards. -Identify and assess hazards likely to impact your school. -Describe each of the components of the traditional EOP. -Identify the steps to approve and disseminate the school EOP. -Describe the Incident Command System (ICS) principles and organization. -Identify the ICS roles included in the school EOP. -Explain the benefits of training and exercising the school EOP. -Identify the types of exercises available to exercise the school's plan. -Describe steps for developing effective exercises. -Describe how exercise results are used to improve school preparedness efforts. Primary Audience This course is designed for teachers, substitute teachers, counselors, parent volunteers, coaches, bus drivers, and students. However, anyone with a personal or professional interest in school preparedness is welcome to participate. School administrators, principals, and first responders alike will find useful information in this course.

[Growing Pains](#)

[Emergency Planning and Procedures Guide for Schools](#)

[School Resilience Planning](#)

[North Carolina Guide to Emergency Preparedness](#)

[Library as Safe Haven](#)

[Planning for Disaster](#)

[A Guide for Museums and Other Cultural Institutions](#)

[2020 National Preparedness Report](#)

[Guide for Developing High-quality School Emergency Operations Plans](#)

[A Practical Guide to Emergency Management and Business Continuity Management for Schools](#)

Meant to aid State & local emergency managers in their efforts to develop & maintain a viable all-hazard emergency operations plan. This guide clarifies the preparedness, response, & short-term recovery planning elements that warrant inclusion in emergency operations plans. It offers the best judgment & recommendations on how to deal with the entire planning process -- from forming a planning team to writing the plan. Specific topics of discussion include: preliminary considerations, the planning process, emergency operations plan format, basic plan content, functional annex content, hazard-unique planning, & linking Federal & State operations.

This book is a reference primarily for school planners within the United States tasked with designing, implementing, and maintaining a safe school plan. Every school should have an effective, locality-specific emergency plan in place and this guide helpsyou do just that. Written by three experts with decades of experience in the school safety field, this guide takes you step-by-step through prevention, preparedness, response, and recovery, providing easy-to-use advice and checklists, as well as samples from safe-school planning documents currently in use.

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Comprehensive Preparedness Guide (CPG) 101 provides Federal Emergency Management Agency (FEMA) guidance on the fundamentals of planning and developing emergency operations plans (EOP). CPG 101 shows that EOPs are connected to planning efforts in the areas of prevention, protection, response, recovery, and mitigation. Version 2.0 of this Guide expands on these fundamentals and encourages emergency and homeland security managers to engage the whole community in addressing all risks that might impact their jurisdictions. While CPG 101 maintains its link to previous guidance, it also reflects the reality of the current operational planning environment. This Guide integrates key concepts from national preparedness policies and doctrines, as well as lessons learned from disasters, major incidents, national assessments, and grant programs. CPG 101 provides methods for planners to: Conduct community-based planning that engages the whole community by using a planning process that represents the actual population in the community and involves community leaders and the private sector in the planning process; Ensure plans are developed through an analysis of risk; Identify operational assumptions and resource demands; Prioritize plans and planning efforts to support their seamless transition from development to execution for any threat or hazard; Integrate and synchronize efforts across all levels of government. CPG 101 incorporates the following concepts from operational planning research and day-to-day experience: The process of planning is just as important as the resulting document. Plans are not scripts followed to the letter, but are flexible and adaptable to the actual situation; Effective plans convey the goals and objectives of the intended operation and the actions needed to achieve them. Successful operations occur when organizations know their roles, understand how they fit into the overall plan, and are able to execute the plan. Comprehensive Preparedness Guide (CPG) 101 provides guidelines on developing emergency operations plans (EOP). It promotes a common understanding of the fundamentals of risk-informed planning and decision making to help planners examine a hazard or threat and produce integrated, coordinated, and synchronized plans. The goal of CPG 101 is to make the planning process routine across all phases of emergency management and for all homeland security mission areas. This Guide helps planners at all levels of government in their efforts to develop and maintain viable all-hazards, all-threats EOPs. Accomplished properly, planning provides a methodical way to engage the whole community in thinking through the life cycle of a potential crisis, determining required capabilities, and establishing a framework for roles and responsibilities. It shapes how a community envisions and shares a desired outcome, selects effective ways to achieve it, and communicates expected results. Each jurisdiction's plans must reflect what that community will do to address its specific risks with the unique resources it has or can obtain. Planners achieve unity of purpose through coordination and integration of plans across all levels of government, nongovernmental organizations, the private sector, and individuals and families. This supports the fundamental principle that, in many situations, emergency management and homeland security operations start at the local level and expand to include Federal, state, territorial, tribal, regional, and private sector assets as the affected jurisdiction requires additional resources and capabilities. A shared planning community increases the likelihood of integration and synchronization, makes planning cycles more efficient and effective, and makes plan maintenance easier.

[Improving Geospatial Support for Disaster Management](#)

[\(a Guide for School Planning\).](#)

[Building an Emergency Plan](#)

[Successful Response Starts with a Map](#)

[School Emergency Management Plan](#)

[A Guide for the Preparation of School Emergency Plans](#)

[A Risk Management Guide on Preparedness for School Faculty and Parents](#)

[Suggested State School Emergency Plan Guide](#)

[Basic Guidelines for Safe and Secure Schools](#)