Addressing School Preparedness

INFORMATION SHEET

If a local education agency (LEA) expresses a need in addressing school preparedness (safety, security, and emergency management), Title IV, Part A State coordinators can use the following information to support LEAs as they conduct their needs assessment, prepare their LEA application, consider how to evaluate their effort, and/or seek additional information.

Number of public schools with written plans for procedures in case of:

a natural disaster
94%

an active shooter situation
92.4%

a bomb threat or incident
91.3%

a suicide threat or incident
85.4%

family reunification
85%

a chemical, biological, or radiological threat or incident
69.7%

a hostage situation
48%

an infectious disease pandemic
45.7%
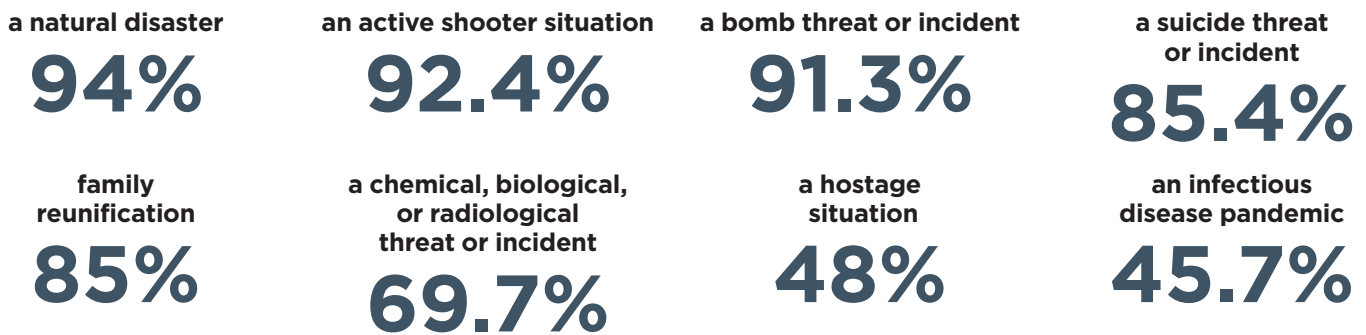
School Survey on Crime and Safety (SSOCS:18)

Types and examples of hazards and threats that face LEAs

- Natural hazards: animals, earthquakes, extreme temperature, wildfires, floods, hurricanes, landslides or mudslides, lightning, severe wind, tornadoes, tsunamis, volcanic eruptions, winter precipitation

- Technological hazards: accidental release of hazardous materials from within the school (e.g., gas leaks, laboratory spills), dam failure, explosions or accidental release of toxins from industrial plants, hazardous material releases from major highways or railroads, power failure, radiological releases from nuclear power stations, water failure

- Biological hazards: contaminated food outbreaks (e.g., *Salmonella,* botulism, *E. coli*), infectious diseases (e.g., pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, meningitis), toxic materials present in school laboratories

- Adversarial, incidental, and human-caused threats: active shooters/aggressors, bomb threats, bullying, criminal threats or actions (e.g., kidnapping), cyberattacks, domestic violence or abuse, fire, gang violence, human trafficking, suicide, violent extremism

The Role of Districts in Developing High-Quality School Emergency Operations Plans (page 20)
Guide for Developing High-Quality School Emergency Operations Plans (page 36)

Incidence of Threats and Hazards

Nearly 1 in 10 Students are subjected to adult sexual misconduct (inappropriate and illegal behavior that take place in school settings) by school personnel *A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting*

13.6%
public schools reported incidence of student bullying occur daily or at least once a week *SSOCS:18*

14.9%
public schools reported incidence of cyberbullying among students who attend school daily or at least once a week *SSOCS:18*

98%
of U.S. counties have been impacted by a flooding event *Historical Flood Risk and Costs*

How LEAs Can Better Understand Related Needs

Questions to explore:

What hazards and threats have the school and surrounding community faced in the past or may face in the future?

How will the LEA identify the universe of all possible threats and hazards faced by any schools in the district?

What data is collected by the LEA?

Does the LEA require that certain threats or hazards are addressed in all school emergency operations plans (EOPs) across the school district?

How regularly will the LEA's or school's list of threats and hazards be updated?

What is the process for identifying new or emerging threats and hazards over time?

What type of training is provided to school core planning teams on the process of identifying threats and hazards?

Data to Explore

School district's master list of hazards and threats

Data from assessments (e.g., site assessments, culture and climate assessments, behavioral threat assessments, capacity assessments)

Historical data from federal, state, and local partners (e.g., flood maps, hazard mitigation plans, historical hurricane tracks, fire incidents, pipeline maps, outbreak reporting systems)

Information from the whole school community (e.g., school personnel will have knowledge of previous emergencies, community partners will know of hazards or threats prevalent in the community or region)

Common Approaches LEAs Are Using to Address Issue

Developing High-Quality Emergency Operations Plans Using the Six-Step Planning Process

Create, revise, and refine school EOPs using the following six steps based on extensive emergency planning work by the federal government: Step 1: Form a Collaborative Planning Team, Step 2: Understand the Situation, Step 3: Determine Goals and Objectives, Step 4: Plan Development (Identifying Courses of Action), Step 5: Prepare, Review, and Approve the Plan, and Step 6: Implement and Maintain the Plan.

Guide for Developing High-Quality School Emergency Operations Plans
The Role of Districts in Developing High-Quality School Emergency Operations Plans
EOP ASSIST Software Application and *Interactive Workbook*
Developing Emergency Operations Plans (EOPs) K–12 101 Train-the-Educator and Train-the-Trainer
Specialized Training Packages on the Six-Step Planning Process and Annex Development
Online Courses on EOP Development
Webinars on EOP Development
Sample Annexes

Conducting Assessments to Understand the Situation and Customize Plans at the Building Level

- Behavioral threat assessments analyze communication and behaviors to determine whether or not a student, staff, or other person may pose a threat to themselves or others.

  The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States

  Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates

  Webinar on Behavioral Threat Assessment Teams

  Webinar on Social Media

  School Behavioral Threat Assessments: An Introduction Train-the-Educator

- Site assessments to examine the safety, security, accessibility, and emergency preparedness of school buildings and grounds.

  SITE ASSESS Mobile Application

  Webinar on Site Assessment

  Conducting K-12 Site Assessments With SITE ASSESS Extension Training

- Culture and climate assessments to evaluate student and staff connectedness to the school and problem behaviors.

  School Culture and Climate Assessments Fact Sheet

  ED School Climate Surveys

  School Climate Survey Compendium

- Capacity assessments examine the capabilities of students and staff as well as the services and materials resources of community partners.

  Staff Skills Surveys, Training Polls, and Inventories

Ensuring Access and Functional Needs for the Whole School Community Are Met

Confirm that EOPs account for students, staff, and visitors with disabilities and others with access and functional needs (e.g., deaf or hard of hearing, service animals, wheelchairs, health care needs); those from religiously, racially, and ethnically diverse backgrounds; and people with limited English proficiency.

Access and Functional Needs Fact Sheet

Specialized Training Package on Integrating the Needs of Students and Staff With Disabilities and Other Access and Functional Needs

Webinar on Access and Functional Needs

Using an All-Hazards Approach

Consider the before, during, and after phases, as well as all five mission areas—prevention, protection, mitigation, response, and recovery—when developing threat- and hazard-specific annexes.

Prevention Fact Sheet

Protection Fact Sheet

Mitigation Fact Sheet

Response Fact Sheet

Recovery Fact Sheet

Webinar on Mitigation and Resilience

Webinar on the Five Preparedness Missions

Resilience Strategies for Educators Techniques for Self-Care and Peer Support Train-the-Educator and Train-the-Trainer

Specialized Training Package on Educator Resilience

Planning for Emergency Incidents That Can Happen in All Settings and During All Times

Consider the various settings and times unique to the school community when conducting scenario-based planning, drills, and tabletop exercises, such as after school, athletic events, stadiums, field trips, large events, school bus, transportation to and from school, and study abroad.

Online Course on Planning for Large Events

Specialized Training Package on Large Event Planning

Creating a Safe and Respectful Environment on Our Nation's School Buses Toolkit

Study Abroad Emergencies Fact Sheet

Webinar on Study Abroad Emergencies

Collaborating with Key Community Partners

Develop EOPs with input from community partners, such as law enforcement officers, fire officials, emergency medical services personnel, public health officials, mental/behavioral health practitioners, representatives from the local municipality, emergency managers, and representatives from youth-serving organizations. Consider elements such as information-sharing, the creation of memoranda of agreement and understanding, and the management of resources and mutual aid.

Webinar on Collaboration

Guide for Developing High-Quality School Emergency Operations Plans (Pages 38-52)

Webinar on FERPA Guidance for School Security Staff

Webinar on Information Sharing

Webinar on the Role of School Resource Officers

Memorandum of Understanding Fact Sheet

Enhancing Safety Leadership Capabilities

Build the leadership role of administrative staff and faculty (principals, vice principals, school board, school district staff, etc.) on emergency management teams and their ability to prevent, protect, mitigate, respond to, and recover from emergency incidents.

National Incident Management System
Incident Command System Duties Checklists
Emergency Exercises Package
Donations and Volunteers Fact Sheet
Webinar on Managing Donations and Volunteers
Webinar on Managing Memorials and Anniversaries
Webinar on Back to School Activities
EOP ASSESS Web Application

Working With the Whole Community

Integrate and coordinate plans with community partners, such as first responders, volunteer service organizations, hazard mitigation specialists, community emergency response teams (CERT), and others.

Post-Disaster Reunification Fact Sheet
Webinar on Post-Disaster Reunification
Teen CERT Toolkit
Webinar on Teen CERT