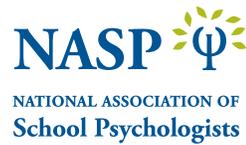




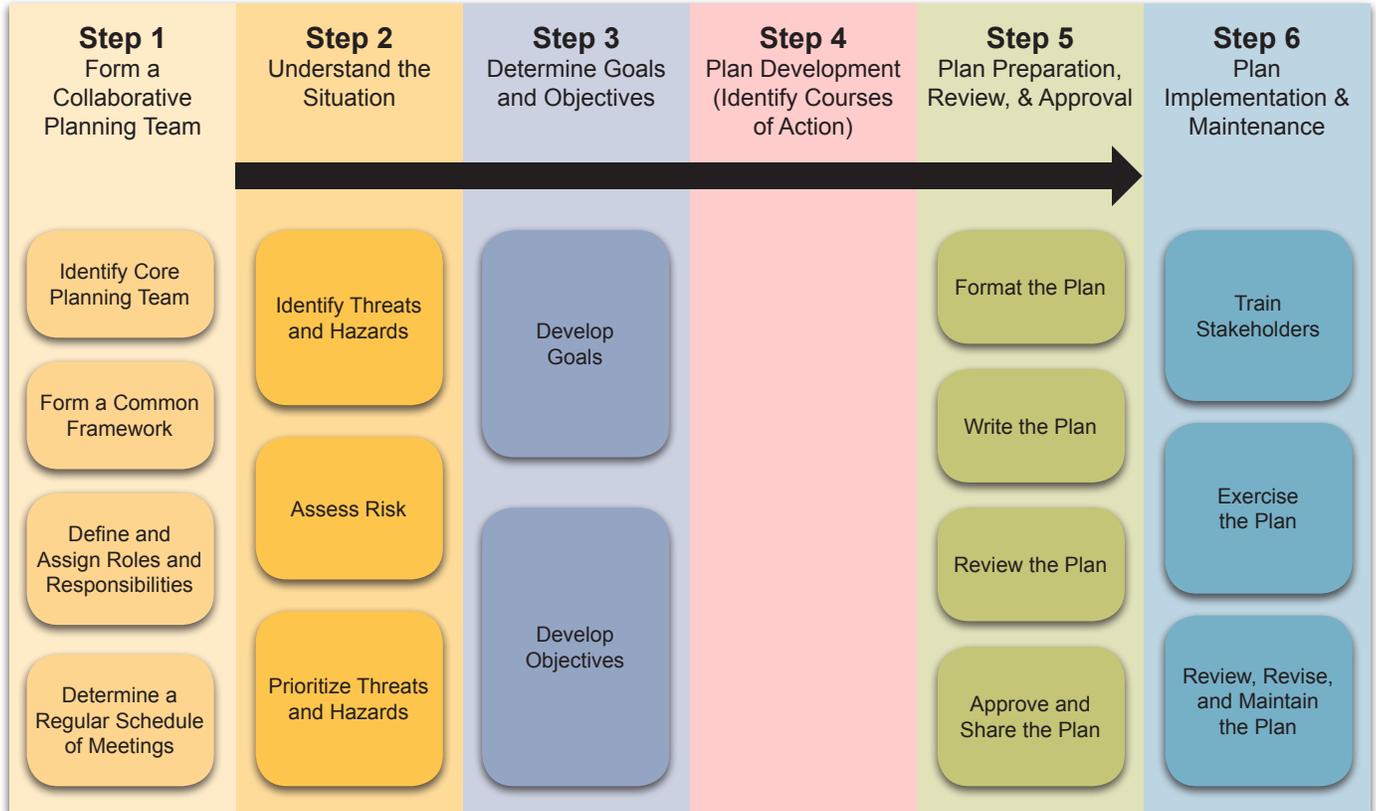
Workshop 1 (3rd Edition, 2019)



4340 East West Highway
Suite 402
Bethesda, MD 20814
301-657-0270
www.nasponline.org

Handout 9: Evaluating a Crisis Plan or Emergency Operations Plan (EOP)

The planning process should consist of the following steps (U.S. Department of Education, 2013).



Following these six steps, the school Incident Command System (ICS) team should develop a plan with the following three components.

1. Basic Plan	Overview of approach to operations before, during, and after a crisis. Serves as a foundation for response in any crisis situation.
2. Functional Annexes	Operational functions and related courses of action (e.g., evacuation, lockdown, family reunification, public health, medical, and mental health).
3. Threat- and Hazard-Specific Annexes	Courses of action (unique procedures, roles, and responsibilities) for specific hazards or threats based on the school's assessment.

To support development of this plan, the following checklist has been designed to evaluate school EOPs in relation to how they conform to the guidance provided by the U.S. Department of Education (2013).

EOP Checklist

Use the following rating scale to evaluate your school crisis response plan.

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Basic Plan Specifics	0	1	2
Introduction			
Cover page and signature of plan approval			
Authority to modify plan			
Record of changes to the plan			
Who has received a copy of the plan			
Purpose and Overview of Plan			
Concept of Operations			
Authority to activate plan			
Coordination with agencies			
Accounts for needs of individuals with disabilities			
Purpose of actions (prevent, protect, mitigate, minimize, recover from impact)			
Organization and Assignment of Responsibilities			
Roles and responsibilities of staff members, caregivers, students, and community agencies during crisis			
Agreements with agencies during a crisis			
Direction, Control, Coordination			
School's Incident Command System			
School crisis response plan's relationship to community's or county's crisis response plan			
Who has control of resources			
Information collection, analysis, and dissemination—describing the type, source, collection, and provision of crisis response and recovery information (e.g., law enforcement alerts, mental health hotlines)			
Training and exercises—describing the type and frequency of training and exercises (e.g., tabletop exercises, emergency drills, full-scale exercises)			
Administration, Finance, Logistics			
Identifies budget policies and procedures			
Describes documentation of activities, resources, and compensation			
Plan development and maintenance—describes process, person(s) responsible, and regular cycle for training, review, and updating plan			
Authorities and References			
Laws and regulations relevant to plan			
Succession of authority in absence of administrator			

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Threat- and Hazard-Specific Annexes	0	1	2
Natural Hazards			
Earthquake			
Tornado			
Lightning			
Severe wind			
Hurricane			
Flood			
Wildfire			
Extreme temperatures			
Avalanche, landslides, or mudslides			
Tsunamis			
Volcanic eruptions			
Tree fall			
Winter precipitation			
Accidental Hazards			
Falls			
Drowning			
Sports injury			
Electrocution			
Car accident			
Gun accident			
Biological Hazards			
Infectious disease			
Food contamination			
Epidemic			
Technological Hazards			
Explosions or accidental release of toxins			
Nuclear accident			
Aircraft crash			
Poison or gas leak			
Construction accident			
Train derailment			
Mine or fire collapse			
Structure collapse			
Oil spill			

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Threat- and Hazard-Specific Annexes (cont.)	0	1	2
Technological Hazards (cont.)			
Hazardous materials release inside or outside of the school (e.g., highway or rail)			
Cyber attack			
Radiological releases			
Dam failure			
Power failure			
Water failure			
Hazardous materials present in school laboratories			
Adversarial, Incidental, and Human-Caused Threats			
Robbery			
Physical assault (stabbing, shooting)			
Sexual assault			
Physical neglect			
Homicide			
Suicide			
Kidnapping			
Home invasion			
Domestic violence			
Terrorist attack			
Rioting			
War			
Arson			
Gang violence			
Bombing			
Functional Annexes	0	1	2
Evacuation Annex			
Able to safely move students and visitors to evacuation areas			
Alternate evacuation routes are identified			
Able to evacuate students without teacher or staff member			
Able to evacuate individuals with disabilities			
Able to evacuate to locations that are 500 and 1,000 feet away			
Lockdown Annex			
Able to lock all exterior doors			
Able to ensure all individuals are accounted for and in secure locations			
Identifies how doors and windows influence the plan (e.g., manually lock/unlock)			

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Functional Annexes (cont.)	0	1	2
Lockdown Annex (cont.)			
Considers how to manage a threat inside the school during a lockdown			
Considers how to manage a threat outside of the school			
Able to use other functional annexes concurrently with lockdown			
Includes specialized lockdown considerations for individuals with disabilities			
Considers how to release individuals once lockdown has concluded			
Shelter-in-Place Annex			
Rooms supplied with resources (e.g., water) and can be sealed			
Able to administer medication to students who need it			
Alternate evacuation route and plan (e.g., safe room) are identified			
Able to locate and move unsupervised students to a secure location			
Able to shelter individuals with disabilities			
Accounting for All Persons Annex			
Able to record attendance at an assembly area			
Considers how to locate a missing student or staff member			
Able to report attendance to assembly supervisor			
Considers how students and staff are dismissed or released			
Communications and Warning Annex			
Communication system integrated with response agencies' systems			
Appropriate staff members trained to use communication equipment			
Specifies how to communicate crisis information to students, staff, families			
Accounts for technology barriers affecting communication			
Accounts for language barriers affecting communication			
Considers how to manage traditional & social media (e.g., Public Information Officer)			
Communicates impact on activity schedules to students, staff, families			
Ensures effective communication regarding students and staff with disabilities			
Family Reunification Annex			
Establishes a reunification team			
Considers how to inform families about reunification process			
Considers how to communicate between parent check-in and student areas			
Considers how to keep students from leaving on their own			
Considers how to ensure students' and parents' privacy from the media			
Considers how to ensure accurate information is communicated to families			
Accounts for language barriers affecting reunification			
Accounts for technology barriers affecting reunification			
Establishes on- and off-site reunification protocols			

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Functional Annexes (cont.)	0	1	2
Continuity of Operations Annex			
Plan can be activated at any time and sustained for at least 30 days			
Plan determines order of succession and delegation of authority			
Plan determines continuity of facilities and communication			
Plan determines that essential functions will be reestablished as prioritized			
Related services can be delivered to students during prolonged closure			
Plan includes continuity of learning plan			
Recovery Annex			
Academic Recovery			
Identifies when to open and close the school, and who decides			
Temporary spaces can be established during prolonged closure			
Able to deliver alternate educational programming during prolonged closure			
Physical Recovery			
Identifies who documents school assets			
Identifies how to work with outside agencies to ensure a quicker recovery			
Fiscal Recovery			
Specifies roles of district leadership in recovery process			
Identifies how to communicate with staff about returning to work			
Considers how to access resources for emergency relief funding			
Psychological and Emotional Recovery			
Establishes team leader			
Establishes locations for providing mental health supports			
Considers how teachers create calm and supportive environments			
Provides guidance to staff for sharing basic crisis information (e.g., fact sheet/FAQs)			
Trained staff can administer mental health crisis interventions			
Specifies how individuals are identified for crisis intervention			
Specifies how to screen trained mental health professionals to deliver mental health crisis interventions			
Considers how to manage and balance memorial activities			
Specifies how functional annexes interface for effective implementation			
Public Health, Medical, and Mental Health Annex			
Specifies how staff members provide medical first aid during a crisis			
Considers how emergency supplies are maintained			
Identifies an accessible location for emergency supplies			
Identifies emergency trained and CPR-certified staff			
Identifies trained mental health professionals			

0 = Not completed/missing, 1 = Present/needs improvement, 2 = Fully established/satisfactory

Functional Annexes (cont.)	0	1	2
Public Health, Medical, and Mental Health Annex (cont.)			
Specifies how necessary health information is reported to local departments			
Includes threat and suicide assessment protocols			
Includes pandemic illness protocols			
Security Annex			
Identifies protocols under the Crime Prevention Through Environmental Design framework (e.g., natural access control, natural surveillance, and territoriality)			
Identifies areas of psychological safety (e.g., collaboration, social–emotional learning, positive school climate, resiliency)			
Specifies role of local law enforcement in and around the school			
Considers how the perimeter of the building is secured			
Considers how students are transported to and from school safely			
Considers how prohibited items are kept out of school			
Specifies how threats are responded to when they occur			
Specifies how to legally communicate with and share information with emergency response agencies			

Note. This checklist is based on information from Aspiranti et al. (2011); Brock et al. (2009); Brock et al. (2016); and U.S. Department of Education (2013).