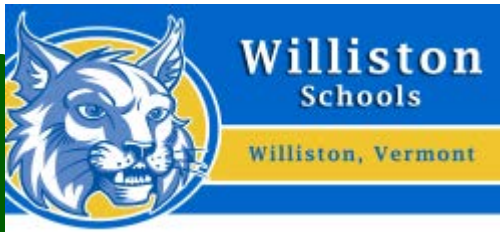
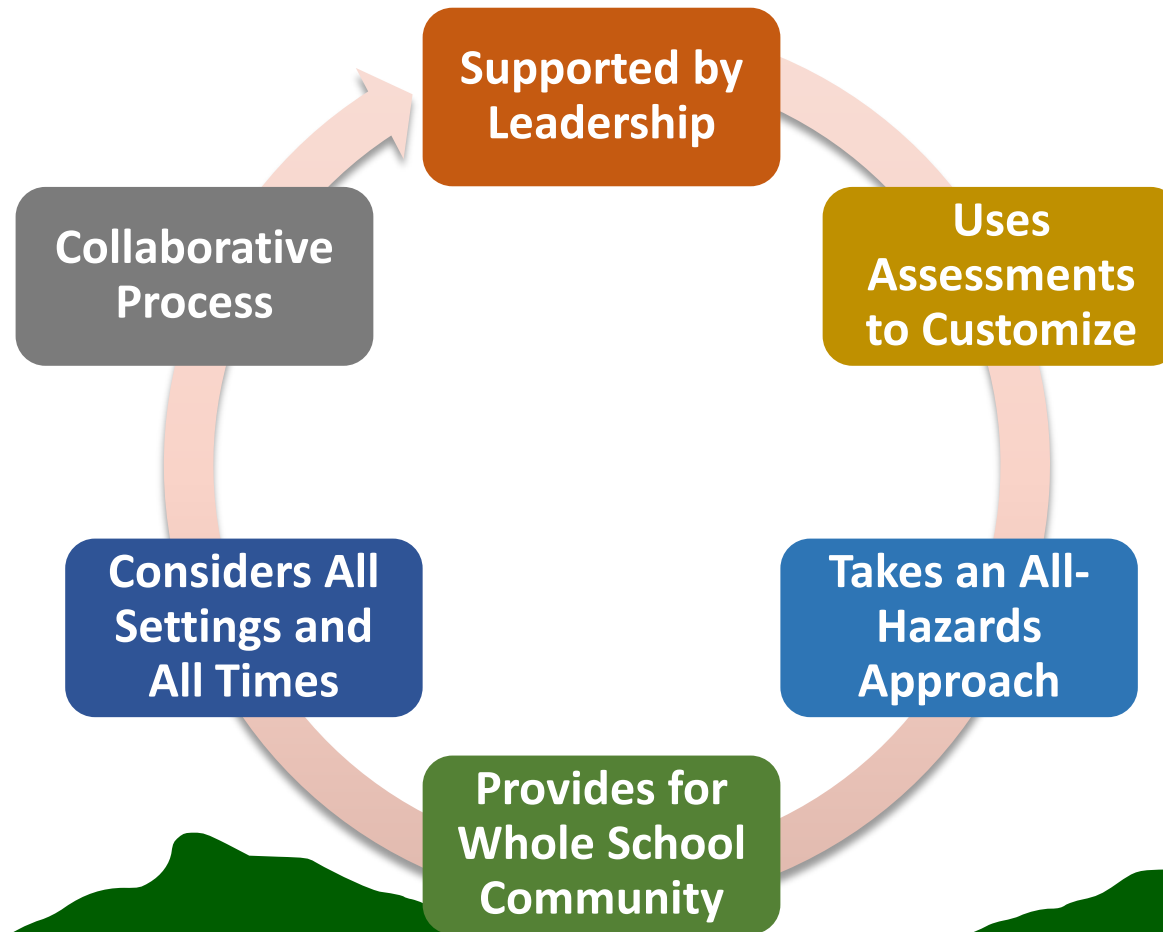


Building an All Hazards School Emergency Operations Plan

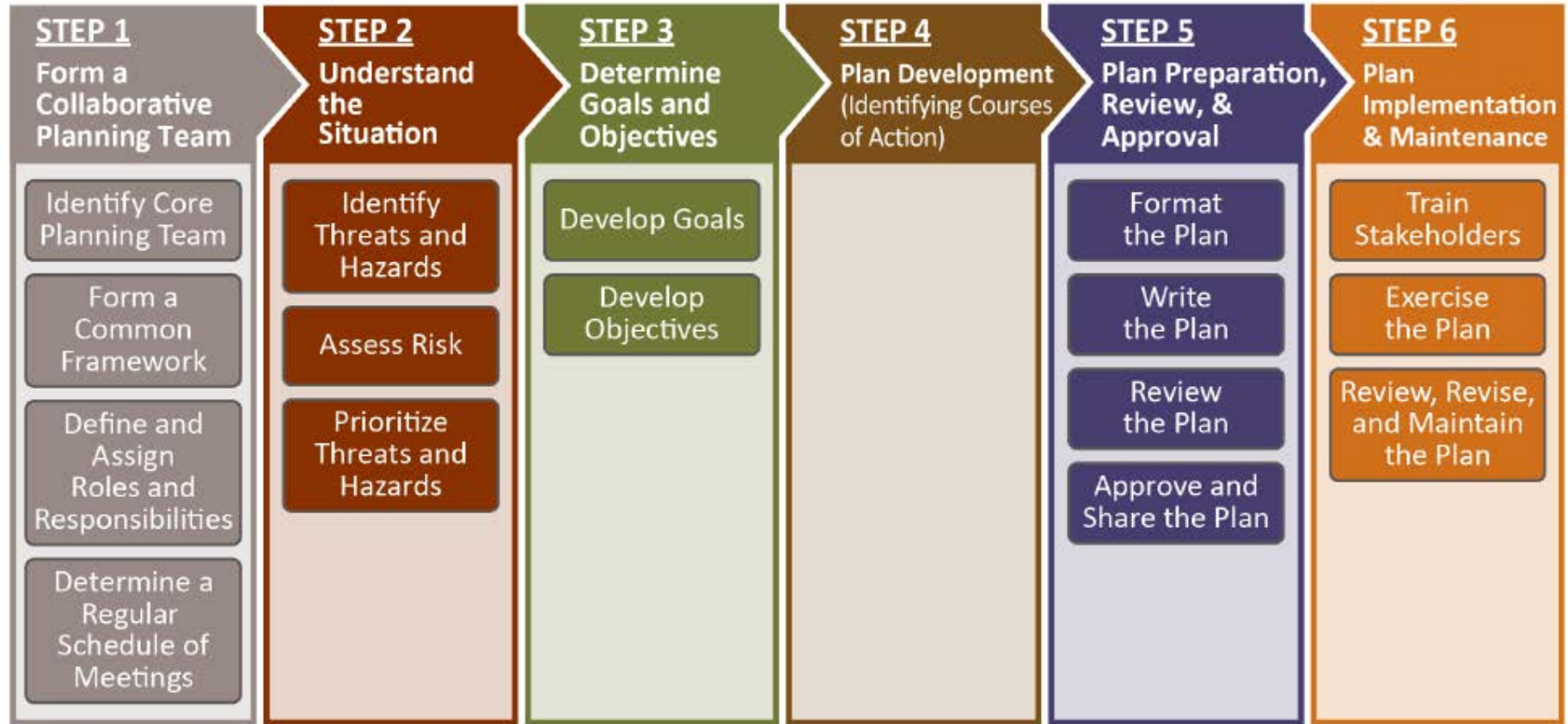
It takes a community



Planning Principles

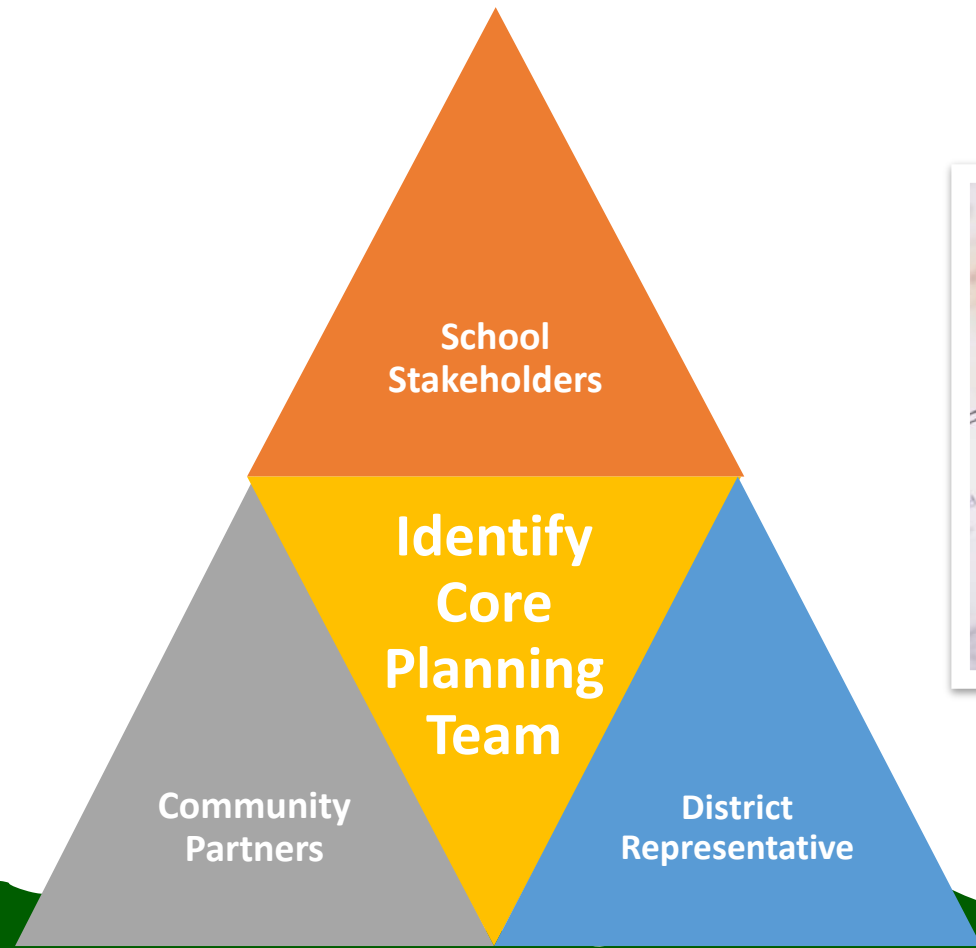


Steps in the Planning Process



Step 1

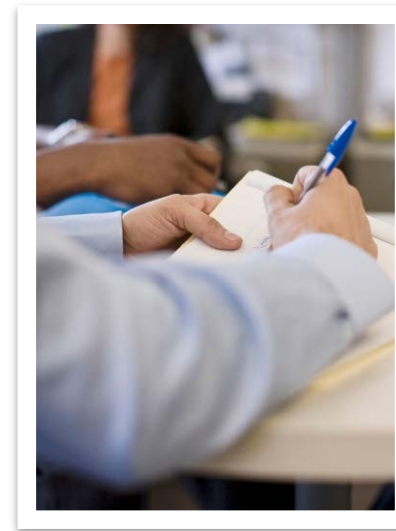
• Form a Collaborative Planning Team



Form a Common Framework (ICS)



Define and Assign Roles and Responsibilities



Determine a Regular Schedule of Meetings



Williston Partners

- Relationships are critical
- Who are the critical players
 - Local Police
 - State Police
 - Local Fire Department
 - Key municipal neighbors partners:
 - Town Library / Town Rec department
- Additional Resources / Outreach
 - AOE School Safety Liaison
 - Vermont Emergency Management (VEM)
 - Department of Homeland Security



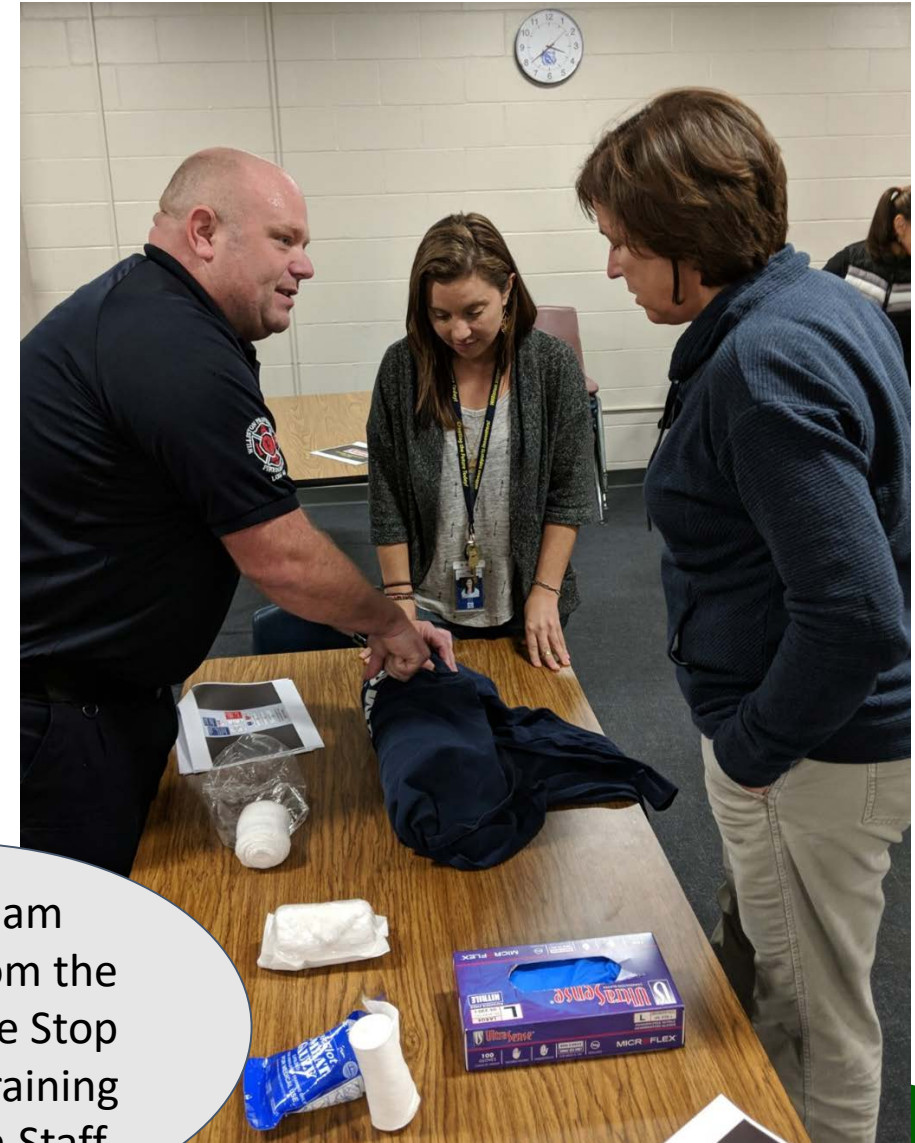
Local Fire Officers
volunteering to join us in
greeting our students
during the 1st week of
school.

Williston School / Community Safety Team



Key School Team Representation

- School Administration / Leadership
- Front Office Personnel - people responsible for monitoring entry, receiving distress calls
- Health Office / Nurse
- Tech / Communication Specialist
- Teacher - ideally, a person who has system familiarity, not just one classroom. Could be a related arts teacher or other specialist
- Facilities Director / Manager



Safety Team
Partners from the
FD offer free Stop
the Bleed training
to Williston Staff

Step 2

• Understand the Situation

Identify Threats and Hazards

Conducting Assessments

Create Risk & Vulnerability Assessment

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Hazmat spill outside the school	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Step 3

• Determine Goals and Objectives

Goals are broad, general statements that indicate the desired outcome in response to a threat or hazard. The planning team will develop ***at least three goals*** indicating desired outcome for (1) ***Before***, (2) ***During***, (3) ***After*** the threat or hazard

Objectives are specific, ***measurable actions*** that are necessary to achieve the goals.

Step 4

• Plan Development

- Identifying Courses of Action

Step 1: Describe possible scenarios.

Step 2: Determine the amount of time available to respond.

Step 3: Identify decision points.

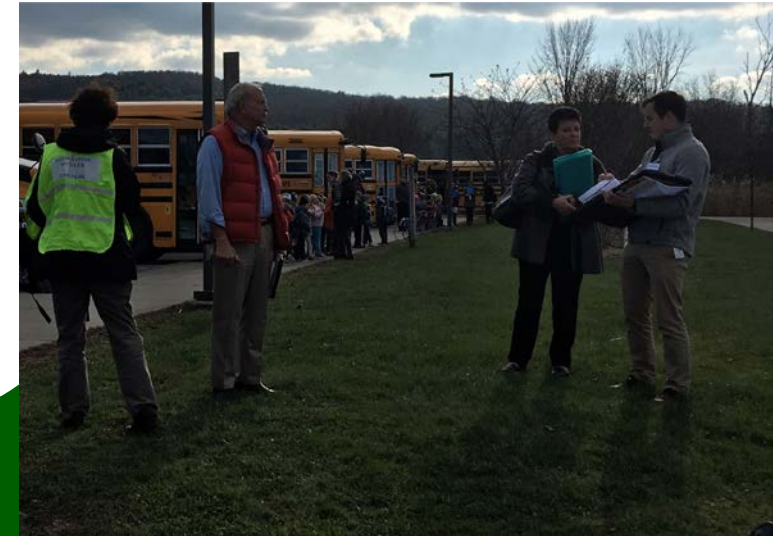
Step 4: Develop *Courses of Action*.



The Power of Partners - Using State-Level Resources

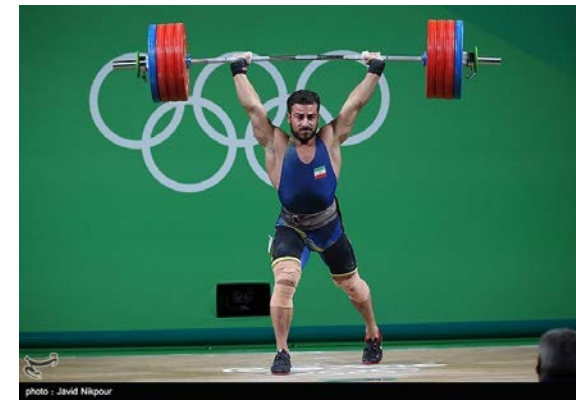


- Williston accessed Vermont Emergency Management (VEM) as a resource for planning and executing a more sophisticated reunification drill
- VEM served as a catalyst, pushed our capacity to the next level



The Power of Partners - (continued)

Using State-Level Resources



- Required that we honed our plans
- Demanded more details in our docs and design
- Pushed collaborative relationships and planning with PD, VSP, and FD, partners to next level (heavier lift)
- Observed and evaluated the drills
- Provided an After Action Report (AAR) and Improvement Plan

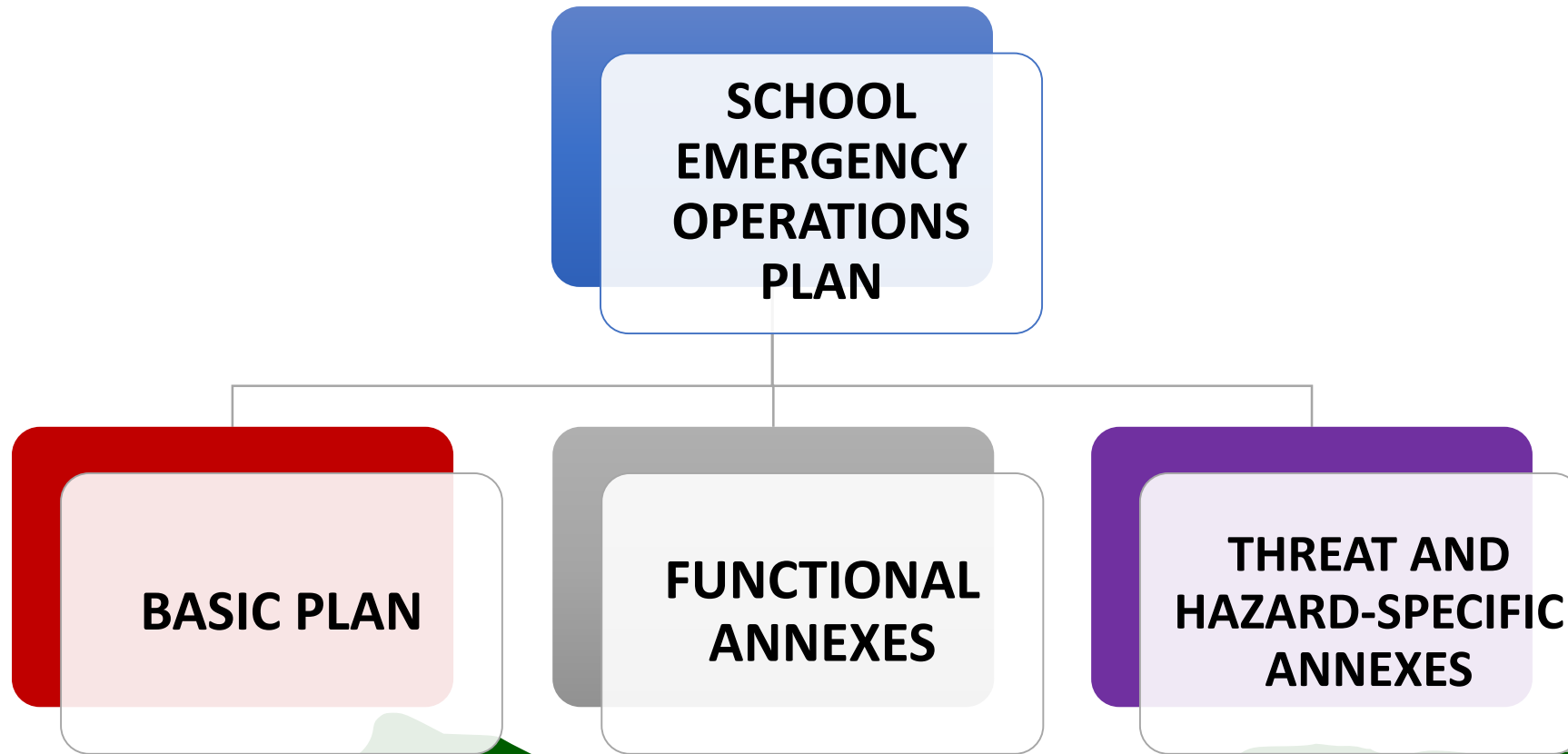
Best and Promising Practices

- Find and utilize reflective tools to help direct and focus the work
- The guidance docs like the Best and Promising practices and VT School Safety Assessment Results
- Reflection tools for our safety work and identifying next steps
- Read/Review, Reflect, Assess, Plan



Step 5

- Plan Preparation, Review, and Approval



Step 5

- Plan Preparation, Review, and Approval

Logical Structure and Plain Language

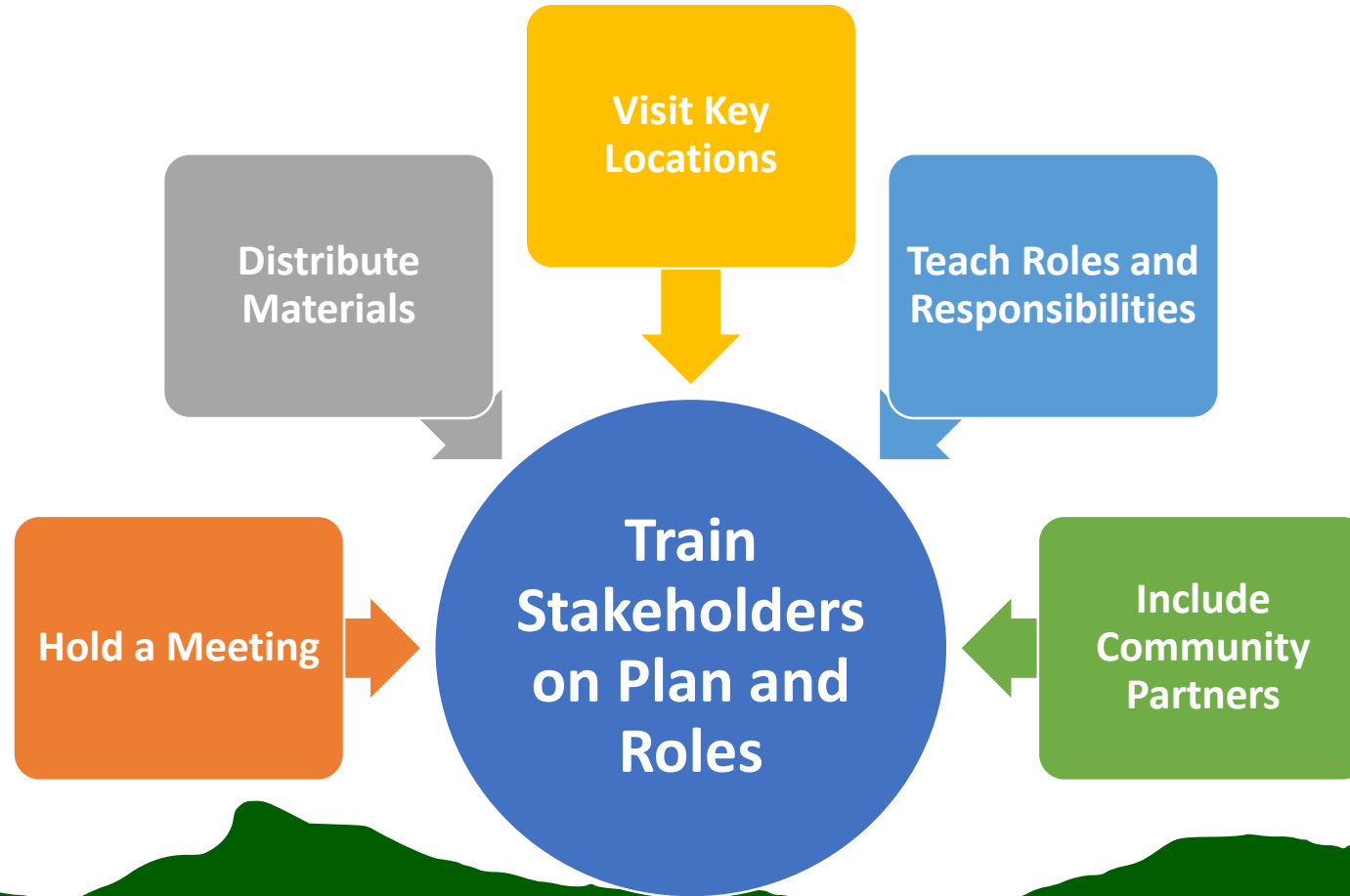
Actionable

Accessible

Approve, Share, and Secure the Plan

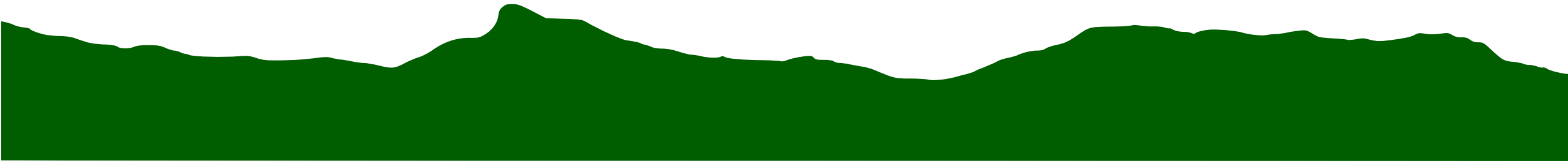
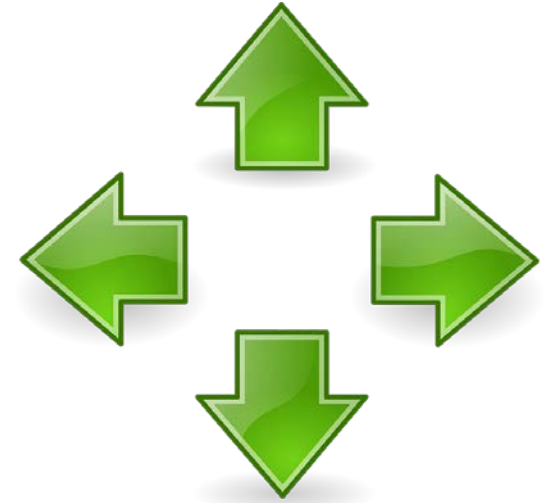
Step 6

• Plan Implementation and Maintenance



Williston Supporting Work Up, Down, and Sideways...

- Work on the practices and help faculty, staff, students be well aware and well practiced (support down),
- Consider how the larger School District is positioned in relation to our work and support its development in any way we can, as a local team. (support up)
- Look to other schools in the District and around the region. Share -Take the best ideas.
- Avoid the Vacuum - [think Wonka-vator instead](#)



Step 6

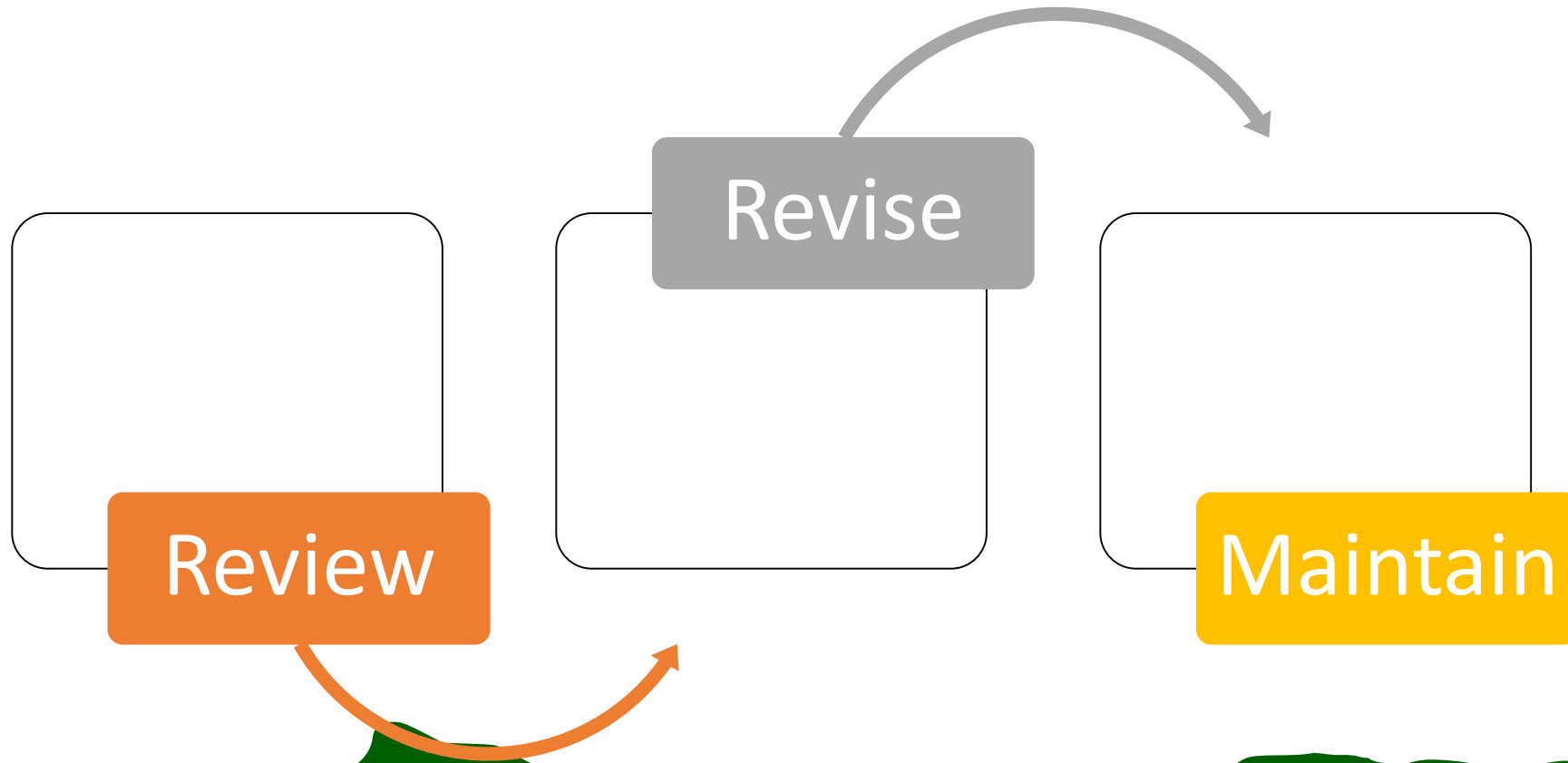
• Plan Implementation and Maintenance

- Tabletop Exercises
- Drills
- Functional Exercises
- Full-Scale Exercises



Step 6

- Plan Implementation and Maintenance



Questions?

Emily Harris, Regional Coordinator
Vermont Emergency Management

Emily.Harris@vermont.gov

1-800-347-0488

Greg Marino, Lead Principal
Williston Schools

gmarino@cvsdvt.org

802-871-6102

