



# One District's Approach To Emergency Planning

MASA/MOSPRA Spring Conference 2025



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# Presentation Outcomes

- Gain an understanding of a framework to approach school safety and emergency operations.
- Learn how Fulton Public Schools has approached aspects of this framework.
- Leave with resources to build/revise your school safety and emergency operation framework.



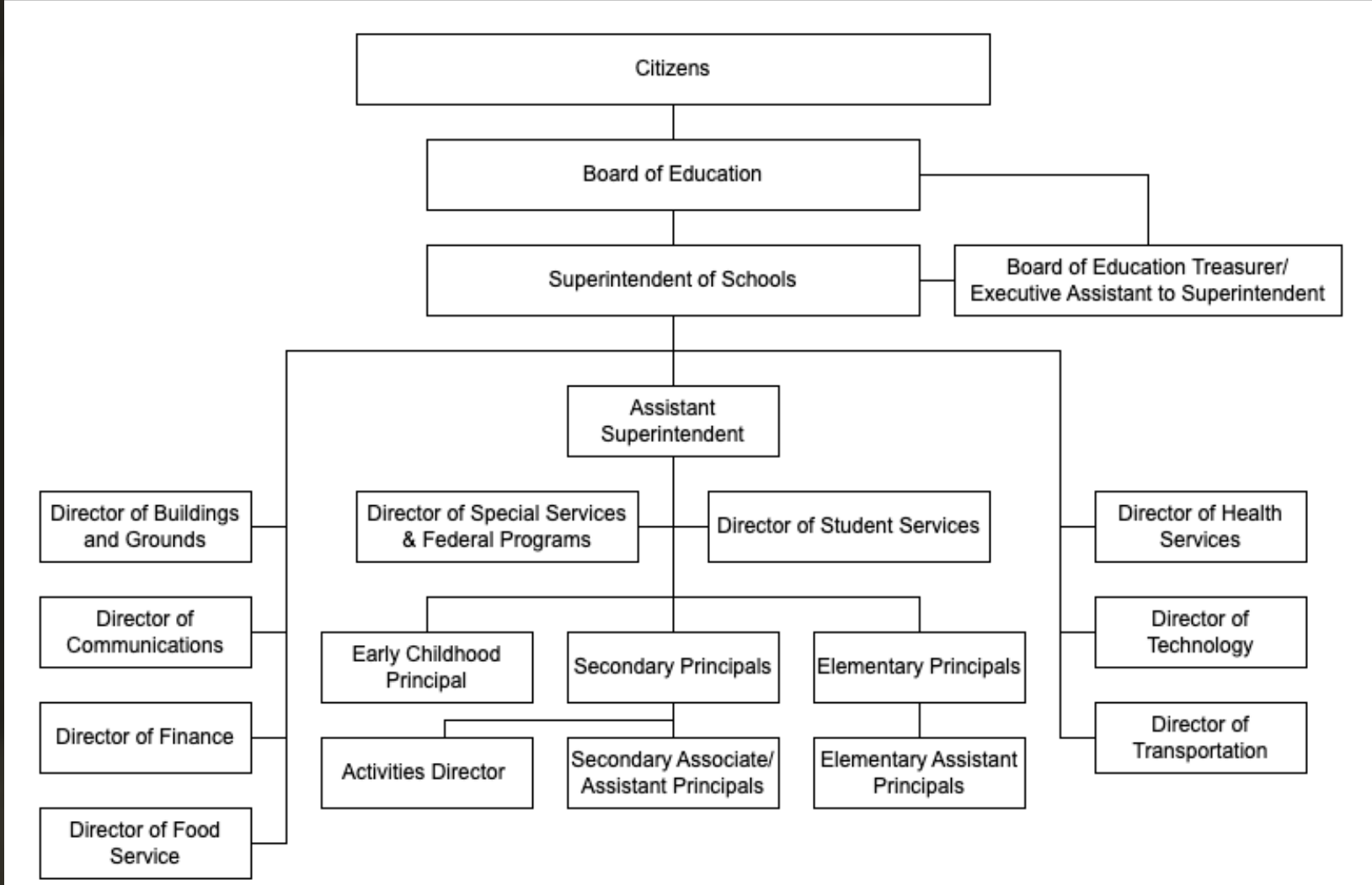
Disclaimer: We will mention specific products that we have opted to use at Fulton Public Schools. Mention of specific companies should not be taken as an endorsement from MASA/MOSPRA. There are many free resources available (and will be mentioned). Any decision to partner with a specific company or purchase any product should be a local decision made based on your need and your specific context.



# Our Context



## Organizational Chart



2,300 students PreK-12

450 staff

6 School Sites

- PK/ECSE/K
- 3 Elementary
- Middle School
- High School



# School Safety Framework



Designated Staff



School Climate



Reporting Systems



Threat Assessment



Emergency Operations Plans (EOPs)



Site Assessment



Staff and Faculty Training



Student Training

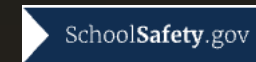


Exercises and Drills



Recovery Plans

## Acknowledgments



Federal School Safety Clearinghouse of evidence-based practices that is a collaboration between DOE, DHHS, DHS, and DOJ.

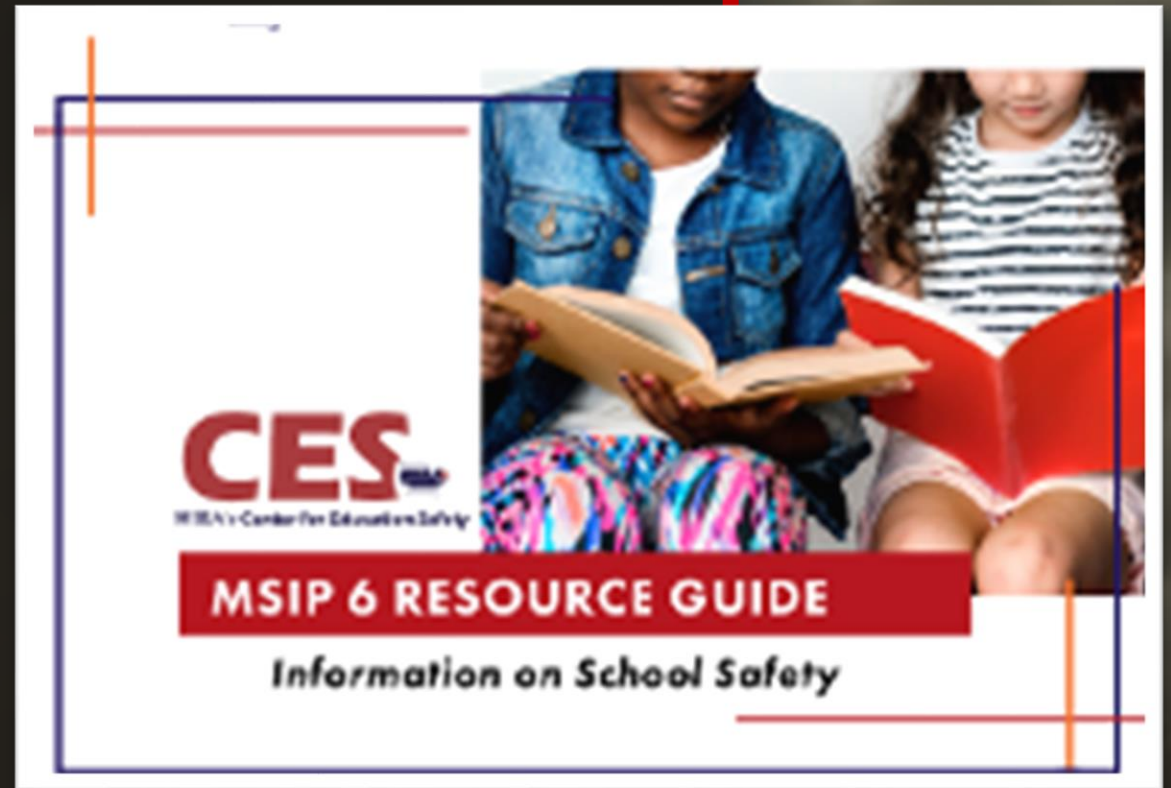
Missouri School Boards' Association's Center for Education Safety





## MSIP Standard

L10 – The school system actively addresses school safety and security in all facilities





# Designated Staff

An individual or group of individuals responsible for emergency management and effective implementation of safety and security policies, programs, directives, and training within their district or school.





# MSIP Connections



## L10.A

- District-level collaborative team



## L10.B

- Employ a designated safety coordinator





# Team Membership

Standing: Directors of Student Services, Communications, Health Services; Building Admin Reps; SRO; Board Members

Ad-Hoc: External stakeholders (LEO, FIRE, EMS, County EM/EOC); Social Workers/Counselors; Building/Grounds; Transportation



# Team Purpose

To ensure a safe and secure environment for all district students, staff, and visitors and to ensure the school district is prepared to respond effectively to all emergencies that might affect safety, security, and operations



# Action Plan

18-month sprint of deliverables:

- Committee Knowledge & Skills
- Standardization of plans
- Standardization of response
- Training staff & students



## Online Courses Asynchronous Online Training Opportunities

Our online courses guide users on federally recommended information and processes for high-quality emergency operations plan development and related topics in comprehensive emergency management. Course participants can take notes and download job aids, checklists, and reference guides as they navigate through informative course modules. Read more in our [Online Courses Flyer](#) and share with others.

Click on a course title to view the expected duration and course objective.

- 1. Human Error and School Safety: Risks That Compromise Safety Plans
- 1. Implementing the Incident Command System (ICS) for Schools
- 1. Managing Your School's Recovery From an Emergency Incident
- 1. After-Action Reviews and Reports for K12 Schools and School Districts
- 1. Preparing to Reunify Students With Families and Guardians Before, During, and After a School Emergency
- 1. Developing Memoranda of Understanding for Enhancing Emergency Preparedness in the School District
- 1. Assessing Your School Site
- 1. Earthquake Preparedness for K-12 Schools and School Districts
- 1. Cybersecurity Considerations for K-12 Schools and School Districts
- 1. Addressing and Preventing Adult Sexual Misconduct in the School Setting
- 1. Developing Emergency Operations Plans (EOPs) K-12.101
- 1. Developing Emergency Operations Plans (EOPs) JHE.101
- 1. School EOPs In-Depth: Developing a Bereavement and Loss Annex
- 1. School EOPs In-Depth: Developing a COOP Annex
- 1. School EOPs In-Depth: Developing a Food Contamination Annex
- 1. School EOPs In-Depth: Planning for Infectious Diseases
- 1. School EOPs In-Depth: Planning for Large Events



Foundational Training and Development, connecting new emergency managers to the broader profession



## Next Steps

Continuously monitor the action plan.

Revise team purpose (building versus implementation).

Adjust team membership as appropriate.

# EOPs (& Recovery Plans)



An EOP addresses threats and hazards to the school and outlines the actions students, teachers, and staff should take before, during, and after an incident.



Recovery plans describe what happens in the hours, days, weeks, and months after an incident. (academic, physical, psychological/emotional, and fiscal recovery).





# MSIP Connections



## L10.A

- Develop and review EOPs annually for each school site
- Plans broadly address safety, crises, and operations.
- Plans address prevention, preparation, operations, & follow-up
- The plan considers mental health needs.



## L10.E

- Implements a cyber/privacy security plan





# All Things EOPs

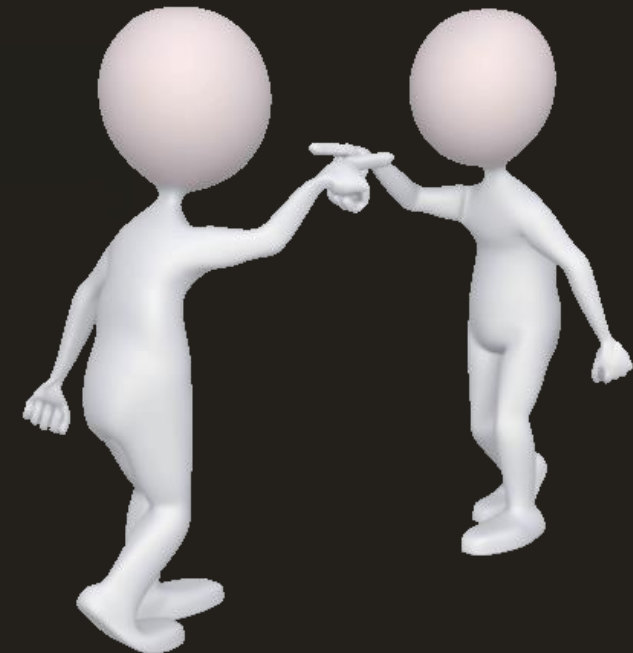
## What Are They?

Elements of an EOP include:

- The Basic Plan section, which addresses the overarching activities a school undertakes
- Functional and hazard or threat-specific annexes (e.g., severe storms, earthquakes, tornadoes, hazardous materials incidents, mass casualty incidents, active assailants)

## Purpose?

- Legal
- Outlines roles and responsibilities
- Outlines actions of students, teachers, and school staff



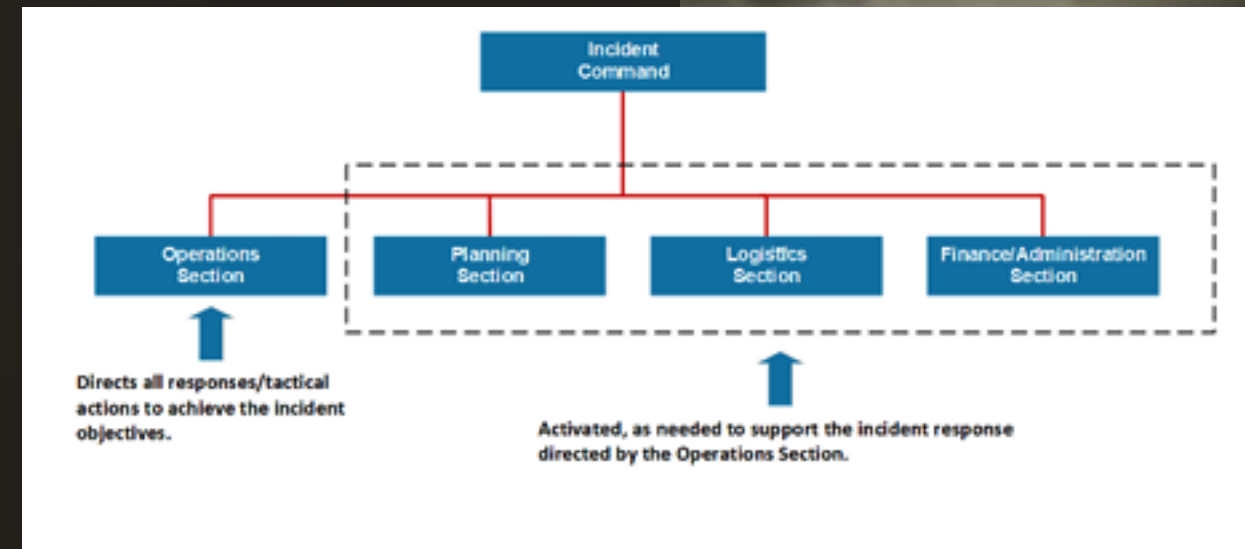


# Incident Command Structure (ICS)

Emergency management methodology used by public safety agencies.

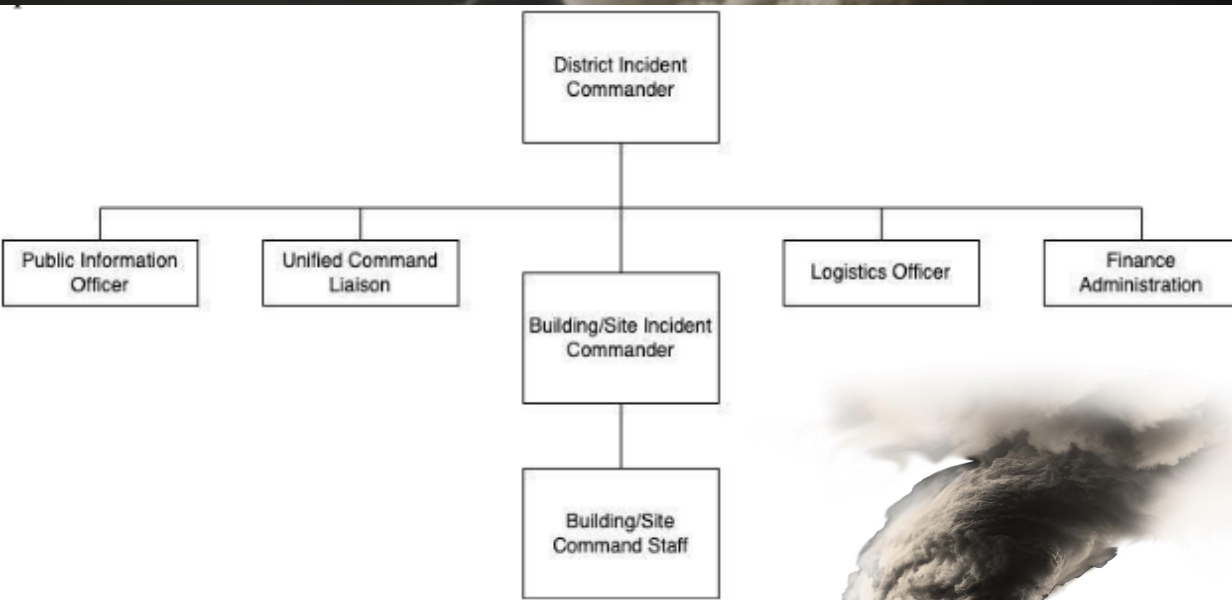
Organizational structure that provides for role assignments and decision-making.

Flexible (expandable).





# FPS ICS



## District Incident Commander:

- Provides strategic guidance for emergency response, recovery, and continuity of operations.
- Maintains communication with Board of Education members.
- Authorizes actions designed to manage an emergency and mitigate potential losses and liabilities.

## Building/Site Incident Commander:

- Manages school response and operation during and after the incident or event and retains overall authority over emergency operations.

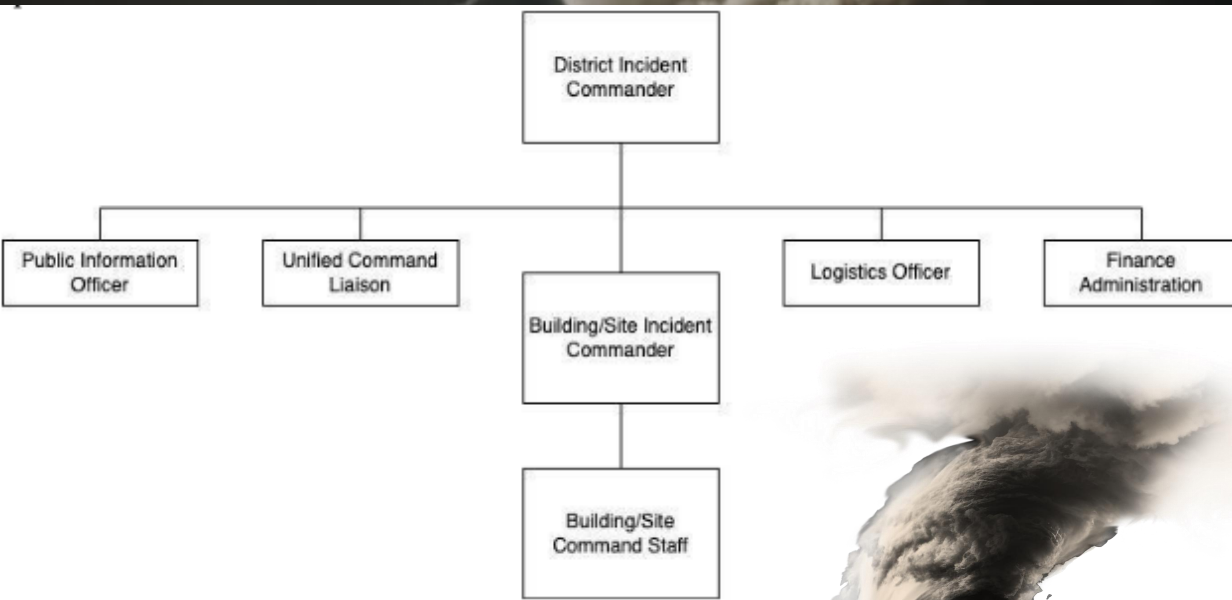
## Building/Site Command Staff:

- Provides support for building/site incident commander.





# FPS ICS



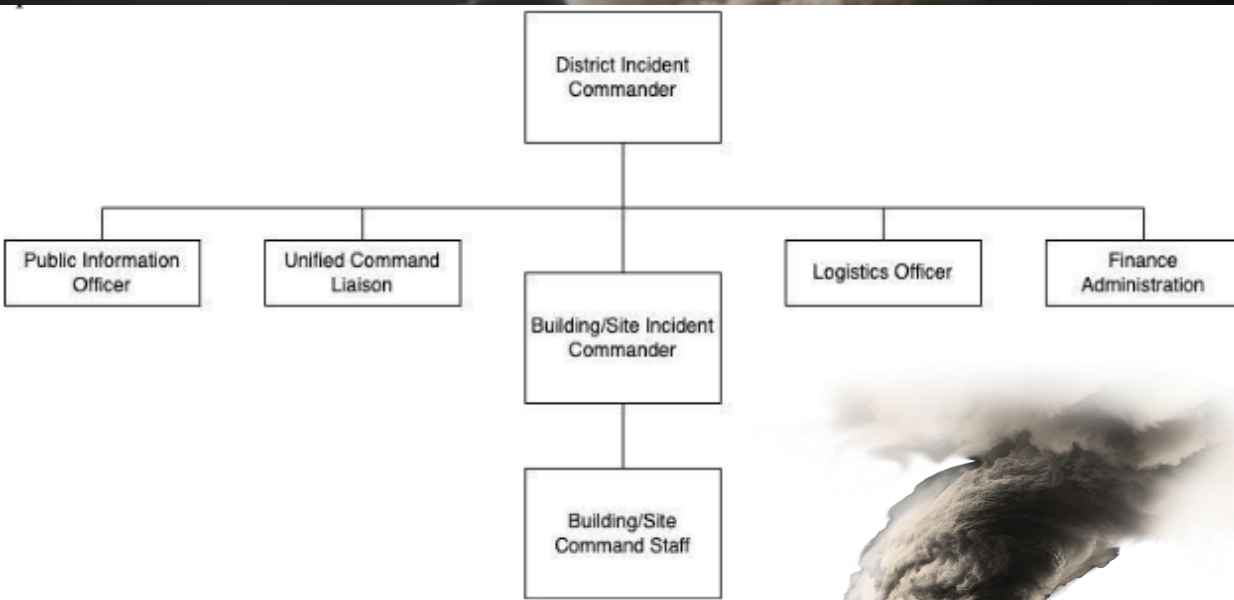
## Unified Command Liaison Officer

- Establishes objectives and priorities for the emergency management program and provides general guidance.
- Conducts hazard and threat analysis, updates and maintains data for emergency operations planning.
- Executes mutual aid agreements and memorandums of understanding.
- Develops, implements, and promotes a multi-hazard emergency management program with an integral emergency planning process.
- Chairs a District Safety Team to develop, review, and coordinate all elements of the emergency operations plans.
- Liaison with local emergency management office or agencies to coordinate response activities.
- Monitors developing situations or incidents that may impact the school.
- Serves as liaison to the unified command structure during an incident.





# FPS ICS



## Public Information Officer:

- Provides communication with internal & external stakeholders, the general public, and news media.
- Coordinates with PIOs of other agencies.
- Monitors social media, websites, and other communication sources.

## Logistics Officer:

- Coordinates supplemental needs (e.g., transportation, food).

## Finance/Administration Officer:

- Maintains documentation of administrative and legal activities.
- Gathers information for status reports and other recovery documentation.

# Continuity Planning

What happens when your Superintendent, Assistant Superintendent, and Communications Director (PIO) are all out of district?





# EOP Development

## Planning Assumptions

- Legal vs. Actionable
- Need for a common framework
- All Hazards Approach
- Actionable comes in phases - "Right Now" vs. "And Then..."

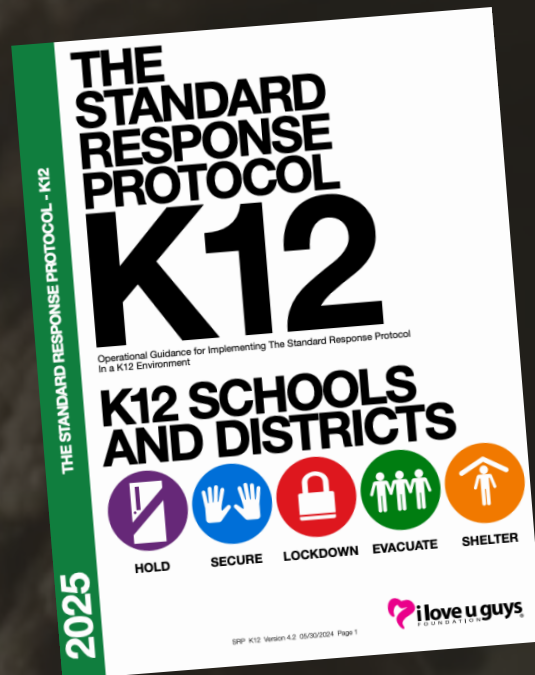


Table 2: Sample Risk Assessment Worksheet

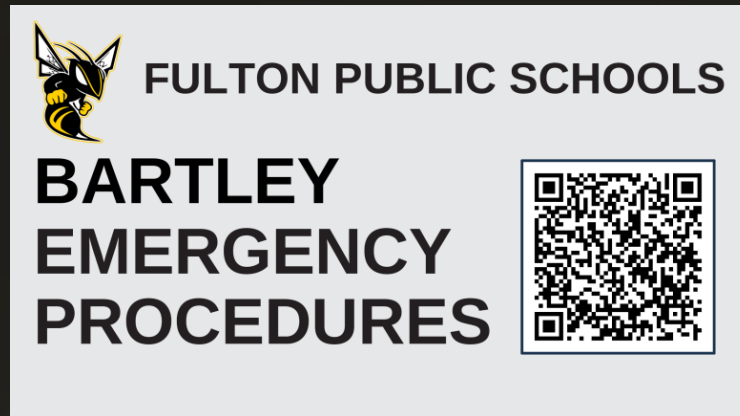
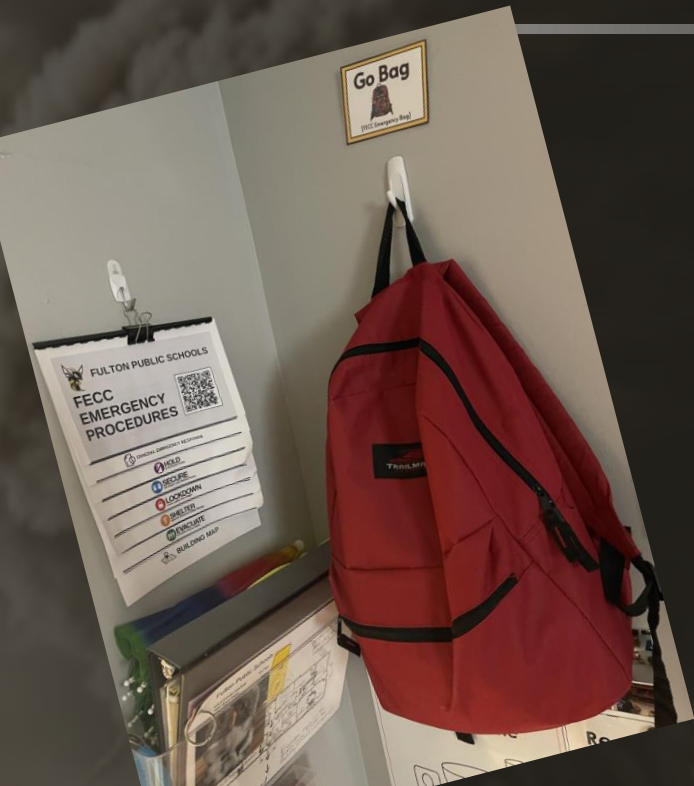
| Hazard                          | Probability   | Magnitude   | Warning  | Duration   | Risk Priority  |
|---------------------------------|---|---|--|--|--|
| Fire                            | 4. Highly likely<br>3. Likely<br>2. Possible<br>1. Unlikely | 4. Catastrophic<br>3. Critical<br>2. Limited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



# EOP Development

## Planning Assumptions

- Legal vs. Actionable
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# Next Steps

Standardizing EOP language county-wide

Revising & Standardizing Reunification Plan (Iloveguys standard reunification method)

Revising/Updating Recovery Plans (NASP – PREPaRE Workshop)

Checklist/Tasklist & Training for ICS Members (3 deep)

Individualized Safety Plans for students with a disability/impairment (504/IEP/Health)

Revise Cyber/Privacy Security Plan

Ongoing plan revision including bus & extracurricular events



# Reporting Systems

Reporting systems allow schools to learn information concerning behaviors from members of the community.

\*FPS views this broader – how are we engaged in two-way communication?





# MSIP Connections



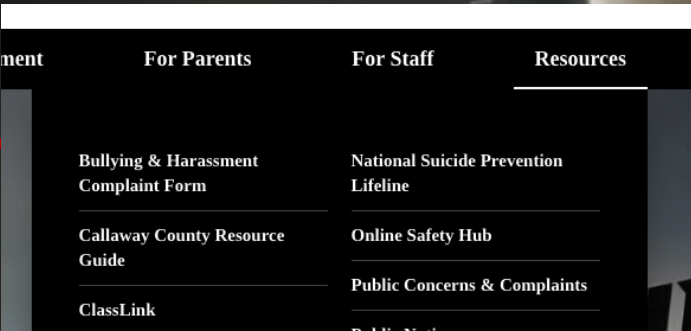
## L10.F

- Ensures access to Missouri's school violence anonymous reporting tipline.





# Communication



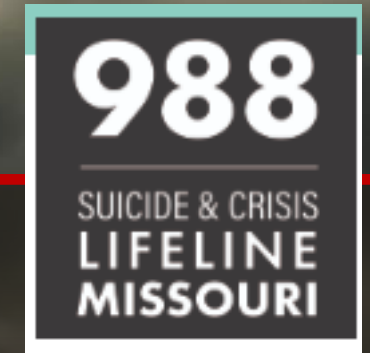
Incident Reports



Courage2Report

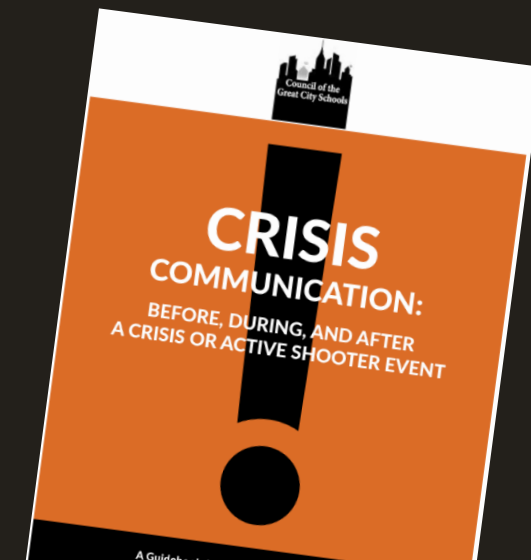


Raptor Alert



988

# Crisis Communication Plan for... Proactive, In the Moment & Response/Recovery







## Next Steps

Ongoing Raptor Rollout

Crisis/Emergency Website

Continuity of Operations for Comms

EM Volunteer Call Center



# Training & Exercises/Drills



Training familiarizes faculty/staff with emergency policies and procedures, their role during an emergency, and how to train student.



Developmentally appropriate student training helps students feel safe by knowing their role.



Exercises/drills provide low-risk tests and familiarizes stakeholders with EOPs.





# MSIP Connections



## L10.D

- Ensures emergency preparedness drills are performed in compliance with state statute and local ordinances



## L10.G

- All school system staff participate in relevant school safety and violence prevention training





# Training & Exercises/Drills

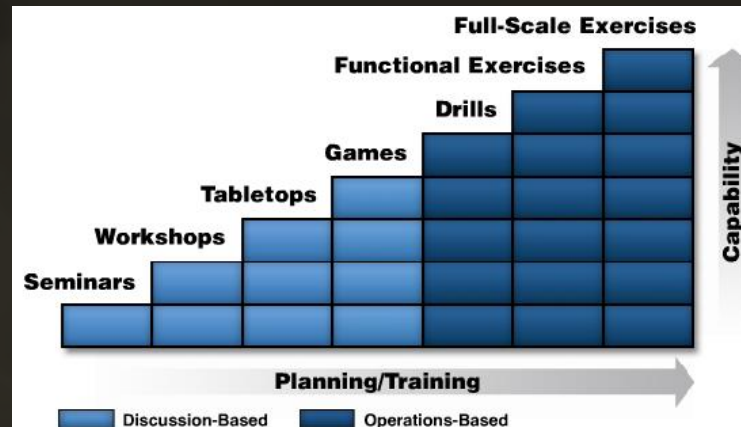


## Training

- Beginning of the year training
- Opportunities to align topics to PDC priorities

## Exercises & Drills

- Reviewed required trainings: 2 bus evacuations, 2 earthquake drills/exercises, 1 staff training on active shooter\*, 2 tornado drills, at least 2 fire drills (check local fire code), check insurance carrier's recommendations.
- Developed district-wide calendar for what, when, audience, etc.
- Revised drill accountability log



| Month       | Drill Focus                               | Drill Type   | Details   |
|-------------|---|--|---|
| August      | Fire<br>Tornado<br>Earthquake<br>Intruder | Verbal Instruction   | Staff only (Teacher PD) - review plans and "Go Bags." |
| 1st 10 Days | Fire<br>Tornado<br>Earthquake<br>Intruder | Full Practice<br>Verbal Instruction<br>Verbal Instruction<br>Verbal Instruction      |   |
| September   | Intruder                                  | Full Practice (no barricading)   |   |
| October     | Earthquake                                | Full Practice  | Coordinated with Great American Shakeout!             |
| November    | Tornado                                   | Full Practice  |   |
| December    | Fire<br>Tornado<br>Earthquake<br>Intruder | Verbal Instruction   |   |
| January     | Fire<br>Tornado<br>Earthquake<br>Intruder | Verbal Instruction   | Staff only (Teacher PD) - review plans and "Go Bags." |
| 1st 10 Days | Fire<br>Tornado<br>Earthquake<br>Intruder | Verbal Instruction<br>Verbal Instruction<br>Verbal Instruction<br>Verbal Instruction |   |
| February    | Intruder                                  | Full Practice  |   |



## Next Steps

Transition to Raptor for Drill Documentation & Reporting

Intentional collaborative full-scale exercises with first responders

Full District-wide ICS Activation Drills/Exercises

Augment drills with scenarios (drop-off/pick-up times, lunch, passing periods, recess, extra-curriculars)

Strengthen Active Shooter & Reunification Drills/Exercises



# Threat Assessment

Threat assessment is the process of identifying, assessing, and managing individuals of concern, including students and faculty/staff.





# MSIP Connections



## L10.G

- If you have a threat assessment process, relevant staff should be supported with ongoing training in the process.





# The Process

A threat is comprised of a multidisciplinary team that identifies an individual displaying concerning behavior (may or may not involve a direct threat), assesses whether the individual poses a risk, and identifies intervention strategies to mitigate/manage that risk.

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## ENHANCING SCHOOL SAFETY USING A THREAT ASSESSMENT MODEL

An Operational Guide for  
Preventing Targeted School Violence



*U.S. Department of  
Homeland Security*  
**United States  
Secret Service**

**National Threat Assessment Center**  
July 2018





# FPS Behavior Threat Assessment & Management (BTAM) Process

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## At-Risk Identification

- Multiple gates for risk identification (reporting mechanisms)
- 



## Assessment

- Initial screen (building admin & social worker/school counselor)
  - Determine if a full team behavioral Threat Assessment is needed
    - If yes, the team is expanded to include the Director of Student Services, SRO, SPED/504 Case Manager (if applicable)
- 



## Plan Development & Monitoring

- If assessment results in plan, it is developed.
- Ongoing monitoring



## Need Help?

Contact Glen Moore

Threat Assessment Program Coordinator  
MSBA's Center for Education Safety

[moore@mosba.org](mailto:moore@mosba.org)  
(573) 208-7864





## Next Steps

Revise and update existing threat assessment processes/forms.

Develop a custom tab in Infinite Campus (SIS) for documentation.

Ongoing training.

Expand system to encompass any staff assessments.

# Continuous Improvement

Continuous improvement involves collecting and analyzing data from multiple sources to inform decision-making.



School climate reflects how members of the community experience the school.



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





# MSIP Connections



## L10.C

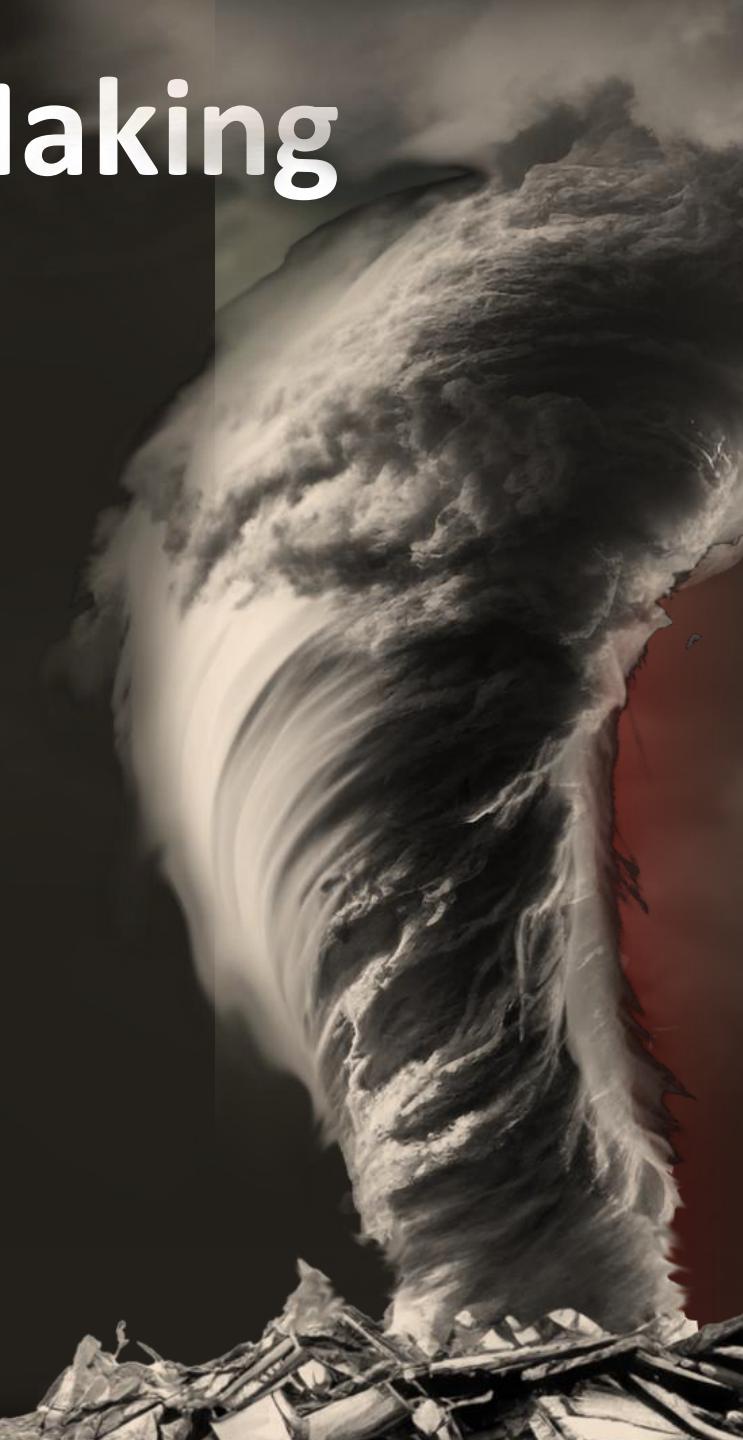
- The school system annually conducts a physical security site assessment at each facility.



# Data-Informed Decision-Making



How are you monitoring and collecting data to help make informed decisions around school safety?





# School Climate

School climate includes factors that serve as conditions for learning and that support physical and emotional safety, connection, support, and engagement.

Measuring school climate helps to understand the perceptions of students, staff, and parents.

## Domain: Engagement

### Topics:

Cultural and linguistic competence

Relationships

School participation

## Domain: Safety

### Topics:

Emotional safety

Physical safety

Bullying/  
cyberbullying

Substance abuse

Emergency readiness/  
management

## Domain: Environment

### Topics:

Physical environment

Instructional  
environment

Physical health

Mental health

Discipline



## Site Assessment

Critical aspects of an assessment include a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, and emergency vehicle access.

A good site assessment will identify physical and procedural vulnerabilities.





## School Climate

- Pre-Post Data from Climate & Culture Surveys
- Targeted follow-up question to students and staff: “I know what to do in the event of an emergency.”



## Site Assessment

- 2022-2023 site assessments from Strategos International
- Internal site assessments from Fortify by Strategos International



## School Safety Assessment

- May – evaluate overall framework implementation





## Next Steps

Compile and analyze all data.

Use data to determine the district committee's next steps.



# School Safety Framework



Designated Staff



School Climate



Reporting Systems



Threat Assessment



Emergency Operations  
Plans (EOPs)



Site Assessment



Staff and Faculty Training



Student Training



Exercises and Drills



Recovery Plans



Questions?