

LOUISIANA

Louisiana Department of Education

School campuses face many natural, technological, and human-caused threats to their students, faculty, and staff. The Louisiana Department of Education (LDOE) has designed this project to provide training and technical assistance on the development and implementation of high-quality emergency operations plans (EOPs) to Louisiana's local educational agencies (LEAs) so they are prepared when one of these threats becomes reality, whether that happens during or well beyond the award period. LDOE will conduct six types of activities to accomplish these objectives: (1) Evaluate EOPs and Memoranda of Understanding (MOUs), focusing on the extent to which plans address capabilities for prevention, protection, mitigation, response, and recovery from disasters and compliance with the National Incident Management System. (2) Lead technical assistance workshops on EOP development and assist LEAs in creating training and exercise plans to build and sustain required capabilities. (3) Deliver training to fill gaps identified by LEAs during EOP evaluation and workshops. (4) Conduct tabletop exercises to allow LEAs and their community partners to test their plans. (5) Update and expand the Louisiana ToolKit for Developing High- Quality School Emergency Operations Plans. (6) Evaluate the effectiveness of the proposed activities. These activities will not only expand LDOE's capacity to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs, but will sustain that capacity in the future. Doing so will better position LDOE to assist the state's LEAs in preparedness and will develop LEA capabilities and capacities to prevent, protect, mitigate, respond to, and recover from emergencies through successful implementation of EOPs.

MAINE

Maine Department of Education

Maine is considered a very rural state with 1.33 million residents in 35,385 square miles of land, over half of which is unorganized territories with expansive forests. Maine has an international boundary line, sharing 611 miles of border with Canada where 911 terrorists crossed into the United States and Point Lepreau nuclear facility is within a 50-mile radius of Maine with potential for a worse-case scenario, which greatly increases the need for school security and emergency preparedness. Absolute Priority. The proposed future picture for the ME GSEM grant is to enable Maine Department of Education (DOE) to increase capacity to assist local educational agencies (LEAs) with development of school high-quality emergency operations plans (EOPs) over 5 years. Proposed Project Outcomes. The proposed project outcomes are: 1) Collect baseline data on the status of LEA EOPs. 2) Produce EOP training that will be delivered to 100 percent of rural LEAs and 50 percent of non-rural LEAs. 3) Update the State EOP template and replace with a new state-of-the-art EOP template that is customizable and updateable and includes technical guidance. 4) Produce EOP technical assistance clinics that will be delivered to education sector facilitators to develop a team of superintendents, school resource officers, first responders, military veterans, and retired law enforcement to expand the capacity of Maine DOE to provide EOP training and technical assistance after the grant period. 5) Expand collaboration with Maine Emergency Management Agency (MEMA), University of Maine (UMaine) College of Engineering, and local first responders. 6) Provide external evaluation by contracting with an external program evaluator. 7) Report annual project reports and a final project performance report.

MARYLAND

Maryland State Department of Education

Project Objectives and Activities: The Maryland State Department of Education (MSDE) submits this proposal to formally establish the Maryland School Emergency Preparedness (MD-SEP) Project, a partnership between the MSDE as the State Education Agency (SEA), the local educational agencies (LEAs), the Maryland Emergency Management Agency (MEMA), and the local emergency managers. Many school systems struggle to fully implement an emergency management project that is based on all of the principles in the Guide for Developing High- Quality School Emergency Operations Plans. The MD-SEP Project will address this challenge by taking a two-pronged approach: provide aggressive support to address immediate gaps while leveraging the existing expertise in state and local emergency management to build capability in the SEA and the LEAs. The goals of the proposed grant will be to: (1) Provide training and technical assistance to LEAs on best practices for developing and implementing school Emergency Operation Plans (EOPs) including, but not limited to, the process described in the Guide for Developing High-Quality School Emergency Operations Plans; (2) Provide training and technical assistance to LEAs on developing or enhancing memoranda of understanding (MOUs) with community partners (e.g., local government, law enforcement, public safety, emergency management, public health, and mental health agencies); (3) Provide training and technical assistance to LEAs on the implementation of the National Incident Management System (NIMS); (4) Establish an exercise project school that serves to validate and provide feedback on planning efforts; and, (5) Execute a capacity-building plan to ensure long-term capability development within the SEA and LEAs beyond the grant lifecycle. **Proposed Project Outcomes.** The specific outcomes of the MD-SEP Project that will result from achieving these goals are: (1) to increase the capabilities of the SEA and LEAs to support the development of high-quality EOPs across all school systems; (2) integrate school emergency planning with the existing emergency management infrastructure; (3) establish plans for the continuity of education delivery due to the loss of a school facility; and (4) provide for a safe and resilient learning environment.

NEBRASKA

Nebraska Department of Education

The Nebraska project addresses the Absolute Priority of the grant by focusing activities in year one and two on expanding the capacity of the Nebraska Department of Education (NDE) to provide training and technical assistance to local educational agencies (LEAs) so they can produce and maintain high-quality emergency operations plans (EOPs). Nebraska has not previously received assistance for this purpose. State capacity will be enhanced with the addition of two positions dedicated to school emergency management planning, enhancing NDE personnel knowledge of school emergency management, and creation of a technical assistance process to support LEA plan development. An advisory group of state agencies active in emergency planning will guide and assist NDE as capacity is built. Once NDE's capacity is improved, project activities in years two through five will shift to support two outcomes related to local capacity: 1) we will increase the number of high quality EOPs in LEAs, and 2) we will increase the capacity for schools to participate in collaborative planning with community partners. Regional training will be offered to LEAs across the state that will be complemented with a progressive cycle of regional exercises and technical assistance offerings. NDE will partner with the University of Nebraska Public Policy Center for exercise design and facilitation, and evaluation of the project. Sustainability is enhanced through the use of evaluation to document progress.

NEW YORK

New York State Education Department

New York State is committed to providing the safest educational environment possible for all stakeholders, to include students, teachers, staff, and visitors in our schools. Outside of New York City¹, the State is home to 3,846 K-12 public and nonpublic schools attended by more than 1.7 million students. Given the breadth of the State's educational system and the number of students served, ensuring a safe educational environment statewide requires extensive and ongoing planning, training, and exercise efforts to support LEA Emergency Operations Plans (EOPs). To further this effort, the New York State Education Department (SED) is requesting funding under this program to leverage our pre-existing partnership with the New York State Division of Homeland Security and Emergency Services (DHSES) and the New York State Police (NYSP) to carry out the activities of the grant and meet the absolute priority of enhancement of school safety efforts across New York State by hiring one full-time employee at SED to serve as the School Safety Project Coordinator, to expand capacity of DHSES to provide training to school personnel in the three-day "Multi-Hazard Emergency Planning for Schools" course, and to hire one full-time employee at DHSES to support EOP development and training. The SED School Safety Project Coordinator would be tasked with implementation of this grant, collaborating with partners at DHSES and NYSP and coordinating proactive school safety efforts with Local Education Agencies (LEAs) in NYS. In addition, the proposed project outcomes will be to enhance the overall security and readiness of the State's educational system. The NYC Department of Education (NYCDOE) manages the Public School System within the City of New York. NYC public school plans are submitted to NYCDOE and to the NYC Police Department (NYPD). Training in NYC is addressed by NYCDOE and NYPD.

OKLAHOMA

Oklahoma State Department of Education

The Oklahoma State Department of Education (OSDE) is applying for funding to assist a minimum of 85 school districts in the development and practice of Emergency Operation Plans (EOPs) to solidify the safety and security of the 693,710 Oklahoma students. The program will also build the capacity of the OSDE to provide staff to address school safety and security by providing three full time school safety and security staff who will complete a minimum of 50 hours of training per year. Oklahoma is eligible for Competitive Priority Points, as they have not received a previous grant for this competition. Activities for this project include assisting LEAs in the creation of district EOPs and assisting those districts with practice drills. In addition, the OSDE will assist LEAs in the development of local partnerships with first responders and law enforcement and will provide guidance on creating Memorandums of Understanding. Further, the agency will provide statewide emergency training, will provide prevention training to students including opioid addiction training, and will provide a summer student CERT camp and internship program. In addition, this program will provide a state-wide emergency training opportunities including a state School Safety and Security state conference, and other training opportunities. Parent training will also be a part of this project in addition to violence threat assessment training and curriculum development, as well as a tip line phone APP that will be developed to provide an additional opportunity for parents, students, and community members to report potential acts of violence in Oklahoma schools. Partners for this grant will include the Oklahoma School Security Institute through the Oklahoma Department of Homeland Security, the Comanche Tribe, the Cooperative Council for Oklahoma School Administrations, the Potts Family Foundation, Southwestern Oklahoma State University, and the University of Central Oklahoma.

OREGON

Oregon Department of Education

The first objective of the project is to expand the long-term internal capacity of the Oregon Department of Education (ODE) to provide technical assistance and trainings to all LEA's in Oregon for the development and implementation of high-quality school emergency operations plans (EOPs). This aligns our project with the Absolutely Priority of the GSEM program. ODE will accomplish this objective by creating a School Safety and Emergency Management team at the Department. This team will consist of two program staff who will convene a multi-disciplinary steering committee and work with the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center to develop a comprehensive emergency preparedness-training program aligned with GSEM's absolute priority of developing high-quality school emergency operations plans for all Oregon school districts and their community partners. The steering committee will be comprised of representatives from relevant state agencies such as Oregon Emergency Management, Oregon State Police, Oregon Health Authority's Office of Public Health, Oregon Education Service Districts, Confederation of Oregon School Administrators, Oregon School Boards Association, Oregon Education Association, Disability Rights Oregon, and Oregon Fire Marshal's Office. This committee will provide recommendations, ensure trainings are relevant to Oregon, and adhere to federal and state laws. This committee will also provide recommendations for the regional training roll-out plan and distribution of trainers among regions. The second objective of this program is to provide training to all 197 Oregon school districts to assist them in developing new or strengthening existing all-hazards emergency plans, customized to their unique schools, districts, and community partners' philosophies and response capabilities. ODE will accomplish this training goal during the five-year grant period by working with Oregon's Education Service District (ESD) offices to provide regional trainings for all districts within an ESD's service area. ESDs are LEAs in the state of Oregon in which multiple districts create collaborative service hubs. ODE's Emergency Preparedness Team will train ESD personnel on the REMS Train the Trainer module for use of the Guide for Developing High-Quality School Emergency Operations Plans with state specific guidelines. ESDs will provide the regional train-the-trainer workshops to districts and schools in their region. This strategy will build capacity at not only the state level at ODE, but also in each regional Education Service District throughout Oregon, and finally, in each Oregon school district. Additionally, ODE will support schools by building and hosting a school safety and emergency management resource portal on the Department website that will provide school safety and emergency preparedness resources, training modules, and links to relevant state and federal emergency organizations, the REMS website, among others. The Proposed Project Outcomes are to: 1) Create a permanent school Emergency Preparedness Team at ODE for ongoing technical assistance and support to all Oregon school districts. 2) Establish a permanent online statewide resource and training portal to house the many resources and training modules created and identified through the course of the grant. 3) Increase ESDs capacity to support the schools in their regions by designating a staff person who will become a trainer and subject-matter expert in walking local teams through the process of developing School Emergency Operations Plans. 4) Enable Oregon's 197 school districts to have developed new or strengthened existing all-hazards school emergency operations plans. As a result, Oregon schools and their community partners will be better prepared to prevent, mitigate, protect from, respond to, and recover from a variety of hazards and threats.

PENNSYLVANIA

Pennsylvania Department of Education

The PA Department of Education (PDE) is continuing a partnership with the PA Emergency Management Agency to provide support, training, and technical assistance to all schools in developing, maintaining, and improving their Emergency Operations Plans (EOPs). The purpose of the 2018 PASAPG is to ensure the safety of students in their schools through the creation, enhancement and implementation of high-quality school Emergency Operations Plans. The goal of the PASAPG is to expand PDE's capacity to provide the appropriate tools, training and technical assistance to all Commonwealth of Pennsylvania school entities K-12 for the development and implementation of high-quality Emergency Operations Plans (EOP). PDE and PEMA is responsible for over 1.7 million students in 6,000 schools, spanning 67 counties and over 2,500 municipalities throughout the state. Pennsylvania is in the top ten states with incidents of school violence, making the goal of providing assistance for emergency planning to schools a necessity. The project objectives include: 1) Expanding the collaborative partnership between Pennsylvania Department of Education Office for Safe Schools (OSS) and PEMA to provide uniform technical assistance to local education agencies (LEA) through development of qualified trainers. 2) Utilizing the already-established evidence based EOP design and implementation technology to ensure creation, enhancement and maintenance of high-quality school EOPs. 3) Increasing access to all K-12 schools for the creation, enhancement and maintenance of evidence-based school Emergency Operations Planning. 4) Sustaining high quality school EOPs through a carefully structured train the trainer model. 5) Evaluating the completeness, quality and feasibility of school EOPs.

SOUTH CAROLINA

South Carolina Department of Education

Strengthening School Emergency Management in South Carolina (Strengthening SEM in SC) will meet the project goal to strengthen high-quality emergency operations plans (EOPs) in South Carolina schools by achieving these objectives: Objective 1-Increase the internal capacity of the South Carolina Department of Education (SCDE) to provide technical assistance and training to help local education agencies (LEAs) strengthen and maintain high-quality EOPs; Objective 2-Increase the capacity of South Carolina LEAs to more effectively implement and maintain their high quality EOPs; and Objective 3-Establish a system of supports for ongoing emergency management and school safety technical assistance and training to serve South Carolina LEAs and schools. To address the absolute priority, the SCDE will increase the number of trained staff and hire a School Safety Coordinator (SSC) to review EOPs and provide feedback and technical assistance. Outcomes include an experienced SSC, additional SCDE staff trained and certified in areas of emergency management, and an emergency management system of supports framework. This tiered system of supports will include web-based training and resources, an annual EOP review, and regional trainings to all LEAs and schools to help them more effectively implement and maintain high quality plans. To target improvements in mitigation, response, and recovery, the project will assist LEAs with acquiring a mobile emergency notification platform to improve communications in the event of an emergency and provide five regional trainings and two summer trainings annually in partnership with the South Carolina Law Enforcement Division (SLED). Strengthening SEM in SC will increase the SCDE's capacity to provide much needed technical assistance to the state's 82 LEAs and 1,237 schools.

TENNESSEE

Tennessee Department of Education

The Tennessee Department of Education (TDOE) proposes to expand Tennessee's capacity to assist LEAs in the development and implementation of high-quality school emergency operation planning. 88% of Tennessee's 147 LEAs are classified as rural, yet 10% of Tennessee students live in an environment with demographics almost identical to Detroit. Historically, the state has relied upon LEAs to drive building-level planning; however, data currently being reviewed indicates a significant gap between district and building-level planning. Rural LEAs are particularly challenged with limited availability of central office staff with safety-specific expertise and virtually all schools face challenges related to the availability of time to adequately plan and train for emergency operations. The proposal recognizes the need to more adequately capitalize upon the presence of school resource officers in 48% of our schools and to integrate LEA and building-level planning with student transportation operations. While TDOE and the department's state partners possess a long history and extensive policy foundation related to emergency operations planning, capacity is an ongoing challenge. A force multiplier model is needed. In order to address this challenge, TDOE proposes the following broad objectives: 1. Expansion of current staffing to include a position specifically focused upon the development of training packages and other resources that can be used by regional and local trainers. 2. Creation of a web-based platform of planning, training and accountability supports that enable LEAs to effectively monitor and support building-level EOPs. 3. Define the role of school resource officers in emergency operations planning and develop training that supports this role. 4. Research best practices and develop a framework for integrating student transportation operations into district and school-level EOP processes. 5. Maintain and expand state, regional and local partnerships that facilitate collaboration, foster continuous improvement and insure sustainability beyond the grant period. High-quality emergency operations plans are the foundation and first line for protecting schools. The proposed project will expand the capacity of the Tennessee Department of Education and TDOE's key partners to provide and continuously improve training and guidance related to emergency operations planning so that all LEAs and schools are adequately trained and prepared.

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

Northern Mariana Islands

The CNMI Public School System is acts both the State Education Agency and the Local Education Agency for Preschool, Elementary and Secondary Education for the entire Northern Mariana Islands which includes the Islands of Saipan, Tinian and Rota. The CNMI PSS is governed by the State Board of Education whose members are selected through an election process. The Board of Education (Board) is created pursuant to the Commonwealth of the Northern Mariana Islands (CNMI) Constitutional Amendment No. 38, effective January 11, 1988, and the Education Act of 1988 (Public Law 6-10). The Public School System (PSS) shall be the state education agency for preschool, elementary and secondary programs. Administration of the public elementary and secondary education system of the Commonwealth shall be the responsibility of a Commissioner of Education. The Board shall formulate policy and exercise control over the PSS through the Commissioner. Each public school has a basic emergency response plan, but it is lacking an "all-hazard approach". School plans to respond to regional emergencies are nonexistent. Schools are just now integrating the NIMS into their plans. Each school needs to collaborate with public safety agencies and other resources to 1) integrate proactive emergency response and crisis management plans into their current plans and 2) adopt on all-inclusive approach to effectively respond to emergencies and catastrophic events. Each school needs assistance in identifying gaps in their current plans and the effectiveness of the plans in the event of a "worst-case" scenario involving multiple schools. Funding for revising individual schools and the ELMO response plan is nonexistent. Local public safety and response agencies have received federal homeland security grants, but the CNMI Public School System did not get any funding to develop their plans. Developing an

overall emergency response and readiness plans to meet the new national standards is encouraged, but not completed by the schools due to lack of funding. The Commonwealth of the Northern Mariana Islands consists of 14 islands and lies in the North Pacific Ocean. The three main Islands Saipan, Tinian and Rota are the most populated islands with two other islands that have residents. The CNMI lies within what is considered the Typhoon alley way. In any given year, the CNMI could encounter 5 to 7 typhoons and or tropical storms. The CNMI also encounters the threat of tsunamis should earthquakes occur in the surrounding regions to include Japan, Korea, Philippines and other Asian countries as well both Micronesia and Polynesia. Saipan, which is the largest of the three most populated islands is approximately 46 square miles and has schools that are located in lower lying areas. Of the 20 public schools, Saipan has 9 schools in its areas, one in Rota and two in Tinian. The CNMI PSS intends to conduct school wide capabilities and needs assessment to identify gaps within each school that needs to be addressed. The CNMI PSS would seek the assistance from the State Homeland Security Office in providing a Technical Assistance to allow for a private emergency management consultant to conduct the assessments. Principals in each school will also be asked to do a self -assessment of their school to help expedite the process. As mentioned, the recent shooting incident caused a major panic and chaos and communications capabilities were nonexistent. Communication between the schools and the CNMI PSS Central office came to a halt due to overwhelming of the CNMI communications system. The schools were not prepared to handle this large-scale emergency and the school system had very little communications with local first responders and interaction with other response agencies. A comprehensive training for staff, students, parents and emergency responders to deal with all types of emergencies has to be conducted and written into the ELMO plan.