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Name of School: _____

Date of Evaluation: _____

School IRN: _____

Evaluator: _____

Compliant: The plan is compliant in all elements and to standards established by Ohio law, administrative rule and the state board of education.

Non-Compliant: The plan does not comply with the standards established by Ohio law, administrative rule and the state board of education.

For a complete review of your evaluation please view your specific results below

**Guide for Measuring School Emergency Management Plans
Gap Analysis and Evaluation Tool**

A crosswalk methodology is used when conducting an evaluation of a school emergency management plan. The goal of the crosswalk is to provide a snapshot of the applicability, utility, thoroughness and completeness of the Emergency Operations Plan and other information that make up the Emergency Management Plan. It provides guidance for enhancing the Emergency Operations Plan to establish a clear, usable and compliant plan for the school.

Elements of the Emergency Management Plan are evaluated in a table format using the following designations:

Federal and State Guidance/Exemplary Practice	Designation of Element	Pass/Fail
This guidance element/practice has been incorporated into the plan.		Pass <small>Elements marked with either of these designations indicate a passing condition. Elements marked with  will be accompanied with recommendations.</small>
There is some evidence of this guidance element/practice in the plan, or this guidance element/practice has only been partially addressed. While this will be considered a passing condition, the recommendations should be addressed to strengthen the plan.		
There is no evidence of this guidance element/practice in the plan.	X	Fail

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Elements are color coded according to their criticality with respect to the overall plan:

Color Coding	Designation of Element	
Red (32) Critical	The guidance element is critical to ensure the plan can address the safety and security functionality of the plan.	In order for the School to become compliant, the Comprehensive Emergency Management Plan must pass each element within the red <u>and</u> grey areas.
Grey (21) Tech/Admin	The guidance element serves a technical or administrative function. It does not affect the critical safety and security functions of the plan.	

Note, the terms *Emergency Management Plan* and *Emergency Operations Plan* may be used interchangeably throughout this document and in the associated guidance, reference materials and model plan documentation. Specifically, the Comprehensive Emergency Management Plan consists of a minimum of four documents: the Emergency Operations Plan (see below); floor plans for the specific building; an area plan for the building; and an emergency contact information sheet and signature page. **No Emergency Management Plan will be considered compliant without these four elements.** With respect to Ohio law, the Comprehensive Emergency Management Plan is the plan required to be on file with the Ohio Department of Education.

The Emergency Operations Plan is one of four documents that make up the Comprehensive Emergency Management Plan. It is a single document specific to a single building that details how the administration addresses and responds to serious threats and emergency events. More information about the Emergency Operations Plan and the Comprehensive Emergency Management Plan can be found at SaferSchools.Ohio.gov.

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1. General Planning Requirements

State Guidance				
Ohio law requires plans be specific, current and include accurate floorplans, site plans and contact sheets.				
	State Guidance	Location in the Plan	Comments	Evaluation
1-1	The plan is specific to the building, titled accordingly and includes the latest revision date. (ORC §3313.536(B)(1))		This element is a critical life-safety issue	Critical
1-2	The plan identifies who has the authority to activate the plan (e.g. school administrators, department heads, or first on scene).		This element is a critical life-safety issue	Critical
1-3	This section includes provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the authorized school administrator.		This element is a critical life-safety issue	Critical
1-4	The plan is customized to the individual institution. (ORC §3313.536(B))		This element is a critical life-safety issue	Critical
1-5	The plan considers all settings and times that incidents could occur (time of the day or night, in numerous buildings, satellite locations and away from school).		This element is a critical life-safety issue	Critical
1-6	The plan identifies actions to be taken with individuals with disabilities.		This element is a critical life-safety issue	Critical
1-7	The Emergency Management Plan has been distributed to local law enforcement agencies. (OAC §3301-5-01(D)(2)) (ORC §3313.536(C)(2))		This element is a critical life-safety issue	Critical

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2. Organizational roles and responsibilities

Guidance				
This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff members, students, families, first responders, local emergency management and community partners.				
	State Guidance	Location in the Plan	Comments	Evaluation
2-1	The expected actions of the school faculty, students, staff, and senior leadership are identified.		This element is a critical life-safety issue	Critical
2-2	The expected actions of the first responders are identified.		This element is a critical life-safety issue	Critical
2-3	The expected actions of facilities and building operations are defined in the plan.		This element is a critical life-safety issue	Critical
2-4	Public information and media response are defined in the plan.		This element is a critical life-safety issue	Critical
2-5	The expected actions of student transportation personnel are defined in the plan (e.g. evacuation support, bus accidents).		This element is a critical life-safety issue	Critical

3. Drills and Testing Requirements

State Guidance				
This section describes drills and emergency tests the school will use in support of the plan.				
	State Guidance	Location in the Plan	Comments	Evaluation
3-1	The plan provides for at least one annual emergency test that includes relevant outside partners and contains at least one activation of an annex contained in the plan. (OAC §3301-5-01(F))		This element is a critical life-safety issue	Critical

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4. Functional Content

State Guidance				
Functional content may stand alone as separate parts of the plan or the required content may be incorporated into the plan. The preferred method of organization is to create separate annexes; however the plan will not be negatively evaluated if the annex information is incorporated into the plan.				
	State Guidance	Location in the Plan	Comments	Evaluation
4-1	The Emergency Operations Plan includes an evacuation annex that focuses on the course of action the school will execute to evacuate buildings, facilities and grounds and identifies at least two evacuation sites, one within walking distance and one remote.		This element is a critical life-safety issue	Critical
4-2	The Emergency Operations Plan includes a deny entry or closing (Lockdown) annex that focuses on the courses of action the school will execute to secure school buildings, facilities and grounds.		This element is a critical life-safety issue	Critical
4-3	The Emergency Operations Plan includes a shelter-in-place/secure-in-place annex that focuses on courses of action when students, faculty and staff are required to remain indoors, potentially for an extended period of time.		This element is a critical life-safety issue	Critical
4-4	The Emergency Operations Plan describes how all persons will be accounted for and includes the courses of action to account for the whereabouts and wellbeing of students, faculty, staff and visitors and identify those who may be missing.		This element is a critical life-safety issue	Critical
4-5	The communications and notification annex includes communication and notification procedures during emergencies and disasters.		This element is a critical life-safety issue	Critical

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4-6	The Emergency Operations Plan includes a public health, medical and mental health annex that describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues.		This element is a critical life-safety issue	Critical
4-7	The Emergency Operations Plan includes a rapid assessment method that focuses on how the school will evaluate and address developing threats and the courses of action that the school will implement when it is notified of or becomes aware of an occurring or impending emergency situation (e.g. act of violence, nearby bank robbery, civil disorder, weather alert or technological event).		This element is a critical life-safety issue	Critical

5. Threat- and Hazard-Specific Annexes

State Guidance				
	State and Federal Guidance	Location in the Plan	Comments	Evaluation
Threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a hazard-specific annex. Schools should develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state and local regulations or mandates that often apply to specific hazards. Additionally, school administrators are required to coordinate with the county emergency management agency director to identify hazards and threats specific to the region and address those hazards and threats in the school plan.				
5-1	The Emergency Operations Plan addresses an active shooter situation and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (OAC §3301-5-01(B)(1))		This element is a critical life-safety issue	Critical

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5-2	The Emergency Operations Plan addresses a hostage situation and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (OAC §3301-5-01(B)(1))		This element is a critical life-safety issue	Critical
5-3	The Emergency Operations Plan addresses a bomb threat situation and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (OAC §3301-5-01(B)(1))		This element is a critical life-safety issue	Critical
5-4	The Emergency Operations Plan addresses an elevation in the National Terrorism Advisory System and has a plan for both imminent and credible advisories. (OAC §3301-5-01(B)(1)) §3301-5-01(B)(1))		This element is a critical life-safety issue	Critical
5-5	The Emergency Operations Plan addresses natural hazards (e.g. floods, tornado, earthquakes) identified as a priority by the county emergency management agency and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (36) (OAC §3301-5-01(B)(1)) (ORC §5502.26)		This element is a critical life-safety issue	Critical
5-6	The Emergency Operations Plan addresses technological hazards (e.g. train derailment, hazardous materials spill) identified as a priority by the county emergency management agency and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (36) (OAC §3301-5-01(B)(1)) (ORC §5502.26)		This element is a critical life-safety issue	Critical
5-7	The Emergency Operations Plan addresses biological hazards (e.g. blood borne pathogens) identified as a priority by the county emergency		This element is a critical life-safety issue	Critical

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	management agency and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard. (36) (OAC §3301-5-01(B)(1)) (ORC §5502.26)			
5-8	The Emergency Operations Plan addresses fire situations or hazards and provides the situational overview that summarizes the courses of action that the school will implement in response to the specific threat or hazard.		This element is a critical life-safety issue	Critical
5-9	The plan considers any additional threats and hazards to the school, faculty, or staff.		This element is a critical life-safety issue	Critical

6. Site Plans, Floor Plans, and Contact Sheets

State Guidance				
Ohio law requires school administrators to submit floor plans, site plans and a current emergency contact document as part of the comprehensive emergency management plan. Guidance for developing and submitting floor plans is available at saferschools.ohio.gov .				
State Guidance	Location in the Plan	Comments	Evaluation	
6-1	The site plan is submitted as a computer-generated document that is unique to the building/campus and includes the names of the surrounding streets. (OAC §3301-5-01(B)(1))		This element is a critical life-safety issue	Critical
6-2	The emergency contact information sheet is submitted as a single document that is unique to building personnel and includes at least the information contained in the sample document. (OAC §3301-5-01(B)(2))		This element is a critical life-safety issue	Critical
6-3	Floor plans are submitted that are legible and unique to each floor of the building, have a key to define symbols used, include a compass or north arrow and clearly show windows, entrances and		This element is a critical life-safety issue	Critical

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exits. (OAC §3301-5-01(B)(2))			
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7-1 Technical and Administrative Requirements

State Guidance				
These requirements are technical or administrative in nature. They do not affect the critical safety and security functions of the plan.				
	State Guidance	Location in the Plan	Comments	Evaluation
7-1	The approval and implementation page includes a date and a delegation of authority for specific modifications that can be made to the plan and who can make modifications without the authorized school administrator's signature.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-2	The table of contents is logically ordered and has a clearly identified layout of major sections and subsections of the plan that will make finding the information within the plan easier.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-3	The record of distribution indicates the title and the name of the person(s) receiving the plan, the agency to which the receiver belongs (either the school or if from outside the school, the name of the appropriate government agency or private sector entity), the date of delivery and the number of copies delivered.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-4	The Emergency Management Plan has been distributed to staff members and offered to local fire and EMS department(s) and county Emergency Management Agency.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-5	The plan identifies school dependencies on outside resources and identifies how the loss of services would be handled (e.g. utilities, outside transportation).		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-6	The Emergency Operations plan explains how the school will function within an Incident		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin

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	Command or Unified Command System.			
7-7	There is a planning team as required by the Ohio Administrative Code. (OAC §3301-5-01(C))		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-7a	Community law enforcement was involved in the planning function. (OAC §3301-5-01(C))			
7-7b	Local fire services were involved in the planning function.			
7-7c	Local emergency medical services were involved in the planning function.			
7-7d	Local emergency management agency was involved in the planning function.			
7-7e	Parents and/or guardians of students are involved in the planning function. (OAC §3301-5-01(C))			
7-7f	Teachers assigned to the building are involved in the planning function. (OAC §3301-5-01(C))			
7-7g	Non-teaching staff assigned to the building are involved in the planning function. (OAC §3301-5-01(C))			
7-8	This section provides for a regular cycle of training, evaluating, reviewing and updating of the school Emergency Operations Plan. (28) (OAC §3301-5-01(E))		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-9	The plan establishes the frequency (fire, tornado, safety) drills to be conducted by the school.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-10	The Emergency Operations Plan explains how the school will address the reunification of students and parents that includes the identification of the reunification site.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-11	The Emergency Operations Plan includes information that addresses the security procedure the school uses on an on-going basis to secure the school from criminal threats originating from both inside and outside the		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin

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	school.			
7-12	The floor plan(s) includes clearly marked locations of water, gas and electrical shutoffs.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-13	The floor plan(s) includes clearly marked locations of existing automated external defibrillators (AEDs), areas of refuge/assistance, fire extinguishers, alarm panels and camera locations.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin
7-14	The floor plan exterior building sides are marked in an alpha phonetic manner.		While this process should be documented in the plan, it is not a critical or important safety or security issue.	Tech/Admin

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