

3301-5-01 Requirements for the Emergency management plan Management Plan and Test.

Style Definition: Hyperlink: Font color: Hyperlink

The purpose of this rule is to define the requirements, content, and format of emergency management ~~plans~~[plan and the emergency management test](#) as required by section [3313.536](#) of the Revised Code.

(A) The emergency management plan and information required pursuant to division (B) of section [3313.536](#) of the Revised Code shall be submitted on standardized forms developed and made available by the department of education. ~~(The standardized form and additional guidance regarding emergency management plans are included in the appendices to this rule).~~

~~(B)~~ Each comprehensive emergency management plan shall consist of four parts, including

(1) The ~~protocol~~[The protocol emergency operations plan](#) shall consist of a single document ~~for addressing and responding to serious threats and emergency events. At a minimum, address all hazards that may negatively impact the protocol shall contain a course of action for a school; including but not limited to active shooter event, hostage situation, bomb threat, act of terrorism, hazards addressed by section 5502.26 of the Revised Code bullying,~~ and any other natural or manmade events that the administrator knew or should have reasonably known about that compromise the health or safety of students, employees, administrators, or property. [A hazard identification and risk analysis shall be included.](#)

Formatted: Highlight

(a) The ~~protocol~~[plan](#) shall be ~~a preparedness document~~[an all-hazards emergency operations plan](#) organized around five mission areas: prevention, protection, mitigation, response, and recovery.

~~(i) Prevention means~~[The plan shall be compliant with the capabilities necessary](#)[National Incident Management System \(NIMS\).](#)

~~(b) The plan shall incorporate the access and functional needs of the students, teachers, and staff.~~

~~(c) The plan shall incorporate behavioral health prevention education for students, staff, and administrators that promotes positive school climate and culture to avoid, deter, or stop an imminent crime or safety issue, threatened or actual mass casualty event. Prevention is the action schools take to prevent a threatened or actual incident from occurring.~~

~~(ii) Protection means the capabilities to secure schools against acts of violence and manmade natural disasters. The focus is on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.~~

~~(iii) Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.~~

~~(iv) Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.~~

~~(v) Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.~~

~~(b) The protocol shall incorporate remediation strategies for any building where documented safety problems have occurred.~~

~~(e) The plan shall be updated and revised at least every three years to reflect lessons learned and best practices to continually improve the plan. The emergency management test and actual emergencies at the schools building will be a source for lessons learned.~~

~~(f) The plan shall include procedures for notifying appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, informing parents of affected students, and taking fire, EMS, emergency management, mental health, and other appropriate actions outside experts who could assist in responding to and recovering from an emergency.~~

~~(g) Prior to the opening day of each school year, the administrator shall inform each student or child enrolled in the school and the student's or child's parent or legal guardian of the parental notification procedures included in the protocol plan. Any student or child and their parent or legal guardian enrolled in the school after the annual notification and the student's or child's parent, shall be notified of the parental notification procedures included in the protocol upon enrollment.~~

(2) A floor plan that is unique to each floor of the building.

(3) A site-plan that includes all building property and surrounding property.

(4) An emergency contact information sheet.

(C) Stakeholder ~~community~~ Community Engagement

(1) In developing the emergency management plan for each building, the administrator shall involve the following stakeholders.

(a) Community law enforcement and safety officials (including, but not limited to, ~~police~~ law enforcement, fire, emergency medical personnel, and any local divisions having county-wide emergency management functions pursuant to section 5502.26 of the Revised Code);

(b) Parents or legal guardians of students who are assigned to the building ~~and~~.

(c) Teachers ~~and non~~ who are assigned to the building

(d) Non-teaching employees who are assigned to the building

(e) Community behavioral health

(2) The emergency management plan shall contain the name, title (if applicable), contact information, and signature of ~~the parties, or their designees~~ each stakeholder as identified in section C 1 of this rule.

(D) Filing

(1) Administrators shall prepare and conduct at least one annual emergency management test as defined in division (A)(2) of section 3313.536 of the Revised Code. Emergency management tests must meet the following criteria requirements:

(a) Be a scheduled event

Formatted: Font color: Auto

~~(c) Provide written notice to the~~(b) The type of test shall be a tabletop, functional, or full-scale, three years.

~~(c) The test shall include at least one hazard from the hazard analysis, as required in Section A 1 of this rule.~~

~~(d) The test shall include at least one functional content area.~~

~~(e) The test should include at least one representative from law enforcement, fire, EMA, EMS, and/or behavioral health.~~

~~(2) Administrators shall submit an after action report to the Ohio department of education. Notice by administrator or administrator's designee is acceptable by mail, facsimile, or electronic submission.~~

~~(e) Contain a drill that tests a single procedural operation.~~

~~(g) Contain appropriate follow through activities designed for assessment and evaluation of emergency plans and capabilities.~~

(iii) Scenario utilized;

(iv) Hazard(s) utilized; Safety Data Sheets, as appropriate, shall be provided;

(v) Functional content area(s) utilized;

(vi) Identify at least three strengths and at least three improvement areas of the Plan discovered as a result of the emergency management test.

(E) Definitions

Hazard Identification and Risk Analysis – Process to identify hazards and assess the vulnerability associated with each.

Full-Scale Exercise - FSEs are typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. FSEs often include many players operating under cooperative systems such as the Incident Command System or Unified Command.

Functional Content Area – A section in the sample plan, these are procedures and protocols used to respond to a variety of hazards.

Functional Exercise - Functional exercises are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. FEs are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions. In FEs, events are projected through an exercise scenario with event updates that drive activity at the management level. An FE is conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated.

Tabletop Exercise - A TTX is typically held in an informal setting intended to generate discussion of various issues regarding a hypothetical, simulated emergency. TTXs can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, protection from, mitigation of, response to, and recovery from a defined incident.

Generally, TTXs are aimed at facilitating conceptual understanding, identifying strengths and areas for improvement, and/or achieving changes in attitudes.

It is recommended that this rule be reviewed every three years, rather than the specified five.

Effective:					12/25/2014
Five	Year	Review	(FYR)	Dates:	12/25/2019
Promulgated			Under:		119.03

~~Statutory Authority: 3301.07, 3313.536 of the Revised Code or this rule, the state board of education or superintendent of public instruction may take disciplinary action against the administrator as outlined in this paragraph.~~

~~(2) Any administrator overseeing, sponsoring, or supporting operations at a facility described in division (A) (1) of section 3313.536 of the Revised Code that is overseen by an unlicensed administrator, and when that unlicensed administrator fails to comply with section 3313.536 of the Revised Code and this rule, the licensed administrator may be subject to discipline pursuant to section 3319.31 of the Revised Code.~~