



21ST
CCLC
NTAC
National Technical
Assistance Center



**21ST
CCLC NTAC**
National Technical Assistance Center



Asset-Based Approaches to Community Violence Prevention and Intervention:

Empowering Safety: Integrating Comprehensive Safety Planning in Out-of-School Time (OST) Programs

July 31, 2025, 1 p.m. ET

This resource was developed in 2025 by the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department's Office of Elementary and Secondary Education.

Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the Federal government.



Steve McElroy

Readiness and Emergency Management
for Schools Technical Assistance Center

Director of Security, Westerville City
Schools



Amanda Everett

Readiness and Emergency Management
for Schools Technical Assistance Center

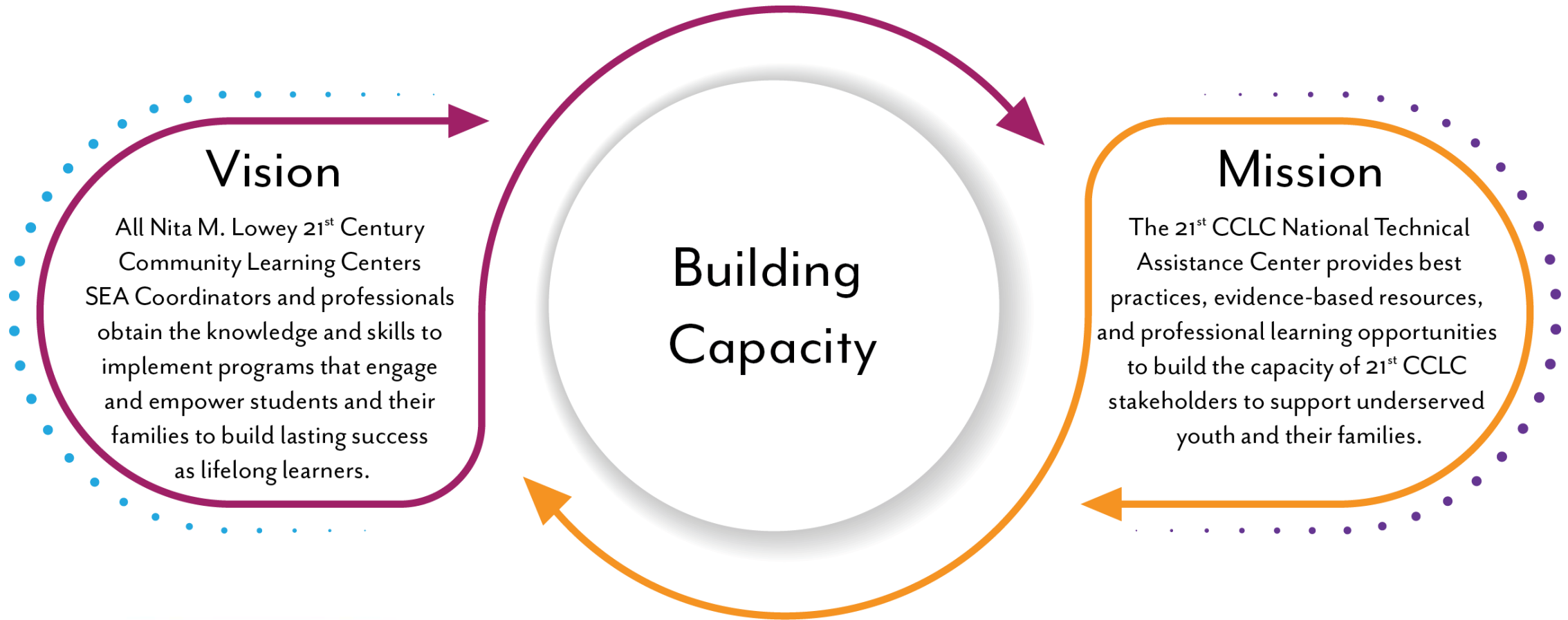
Director of Training and Engagement



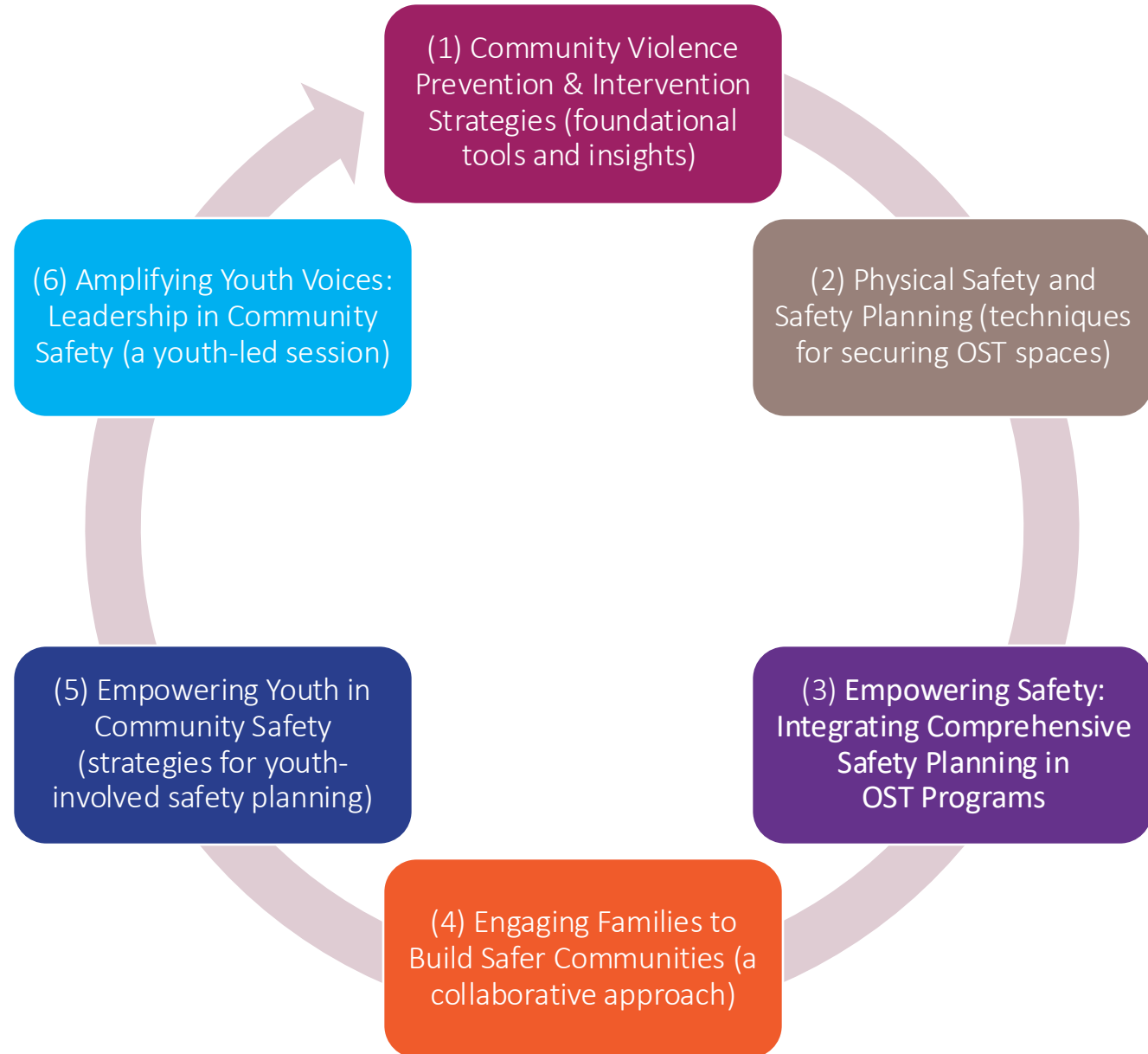
Welcome From Dr. Sheronda Witter

Project Officer
U.S. Department of Education

21st CCLC NTAC Vision and Mission



Asset-Based Approaches to Community Violence Prevention and Intervention Six-Part Series



OST's Role in Prevention, Mitigation, and Protection

- Proactive safety planning means addressing procedures such as:
 - Lockdowns and evacuations
 - Parent-student reunification
 - Emergency communications
- OST programs can plan on their own or as part of the school community.
- **Prevention, Mitigation, and Protection** are the first steps in emergency management.
- OST program staff should collaborate with youth, families, school leadership, and community partners.



Introduction to Safety Planning Approaches and Tools



- To develop an emergency operations plan (EOP) in collaboration with partners:
 - Consider the [six-step planning process](#).
 - Create or update a high-quality EOP.
 - Use [SITE ASSESS](#) to conduct a site assessment to increase situational awareness and preparedness.
 - Practice! Practice! Practice!



Scenario-Based Tabletop Exercise



READINESS AND EMERGENCY
MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

Tabletop Exercise Participants

- **Facilitators/Moderators** — Facilitate scenario and injects, moderate discussion
- **Players** — Represent individuals in the tabletop scenario, discuss or initiate actions in response to the simulated emergency
- **Observers** — May pose questions and add suggestions in the chat
- **Data Collectors** — Observe and document, analyze data, help draft the After-Action Report

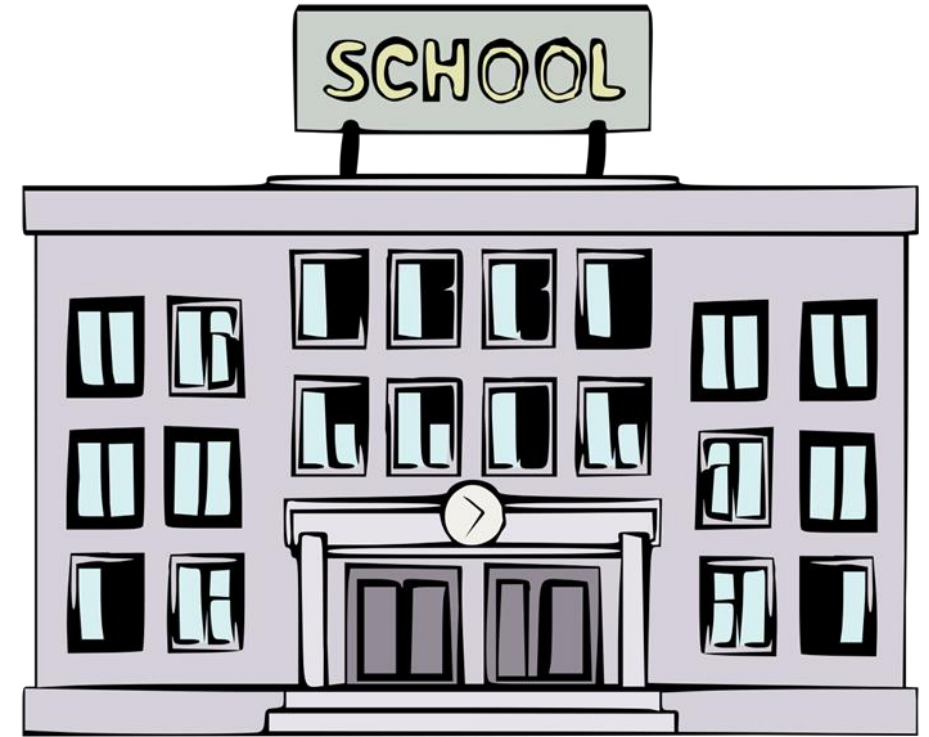
Webinar attendees may participate by typing responses in the chat.



Context

Northwest Elementary School on a Thursday afternoon in late September

- Weather: Sunny, warm, dry
- OST program:
 - Offers academic and enrichment activities to 62 total students
 - Group A (25 students, 2 OST staff members)
 - Group B (25 students, 2 OST staff members)
 - High-impact tutoring (12 students, 3 tutors)
- Additional staff on premises:
 - School administrator
 - OST site coordinator
 - Facilities worker



Inject #1

The out-of-school time program activities are going well. Group A is about to transition from the playground back inside so Group B can have a turn on the equipment.

On the way back inside, at 3:54 p.m., Group A's OST teachers notice a suspicious person on the edge of the school property. The individual is unknown to the staff and seems to be of average height and slight build.

The person is wearing a dark hoodie, carrying a bundle in his or her arms, and appears to be attempting to enter through a gate that is reserved for the OST team.



Inject #1 Questions

1. What action should the Group A staff take next?
2. What advance training would help the Group A staff know what to do?
3. What would the Group A staff need to keep in mind if one of the students in their care had access or functional needs?



Inject #1 (Continued)

The Group A OST program staff act expediently, ushering the children inside. One staff member assumes the front of the line and encourages the group to “walk with purpose” while the second staff member takes up the back of the line while also tracking the movements of the intruder.

Group A makes it back into the school building and waits in the lobby while one of the staff members stops by the office to inform the site coordinator and school administrator of the possible danger.



Inject #1 (Continued) Questions

1. What should the staff do next?
2. How can the site coordinator act without causing undue stress or anxiety for the students in the OST program?



Inject #2

The site coordinator, in consultation with the school administrator, decides to issue a shelter-in-place order until more information is known.

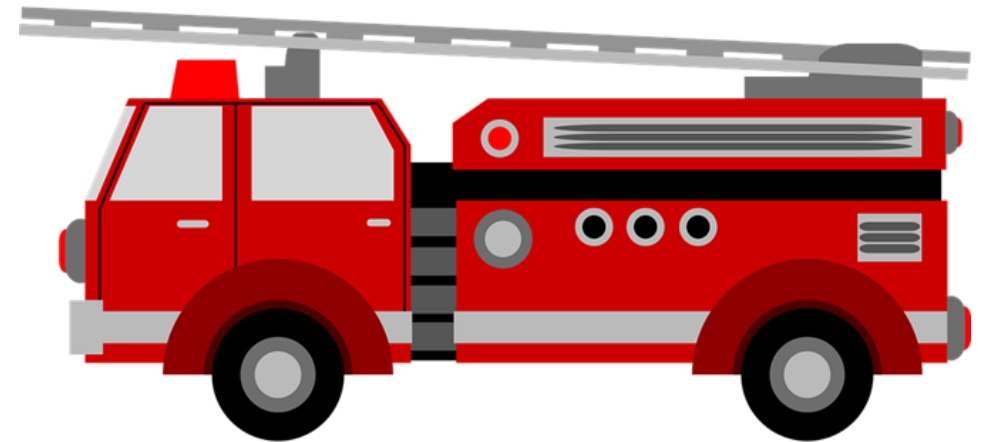
Group A returns to their classroom and Group B remains in their classroom instead of going to the playground.

The school facilities worker, who is still on campus, volunteers to keep an eye on the suspicious person. After walking around the building to the back parking lot, the facilities worker notices that trees near the playground are on fire.



Inject #2 Questions

1. What is the next step for the OST program staff?
2. How should the facilities worker report the fire, and to whom should they report first?
3. What would be the best course of action if the facilities worker did not have a cell phone or communication device on their person?
4. Who would be in charge if both the site coordinator and the school administrator were not on site?
5. How would the tutoring group in the library be alerted? Would they know where to go if the shelter-in-place turned into a lockdown?



Inject #3

The facilities worker uses their cell phone to contact the fire department while jogging back to the building.

With the end-of-summer dry heat, there is a risk that the fire will spread toward the school by way of the playground equipment and surrounding foliage.



Inject #3 Questions

1. What should the site coordinator do next?
2. How should the OST program staff protect the students with both the threat of a building fire as well as a possible intruder on the campus?
3. What considerations should the OST program staff take for students with access or functional needs?
4. What training or drills should the OST program staff and students have practiced in advance?



Inject #4

The site coordinator, in consultation with the school administrator, decides to evacuate the students to a church building nearby.

The staff establish a perimeter protocol to ensure the location is safe, monitored, and secure.

The site coordinator initiates the family contact protocol (such as the Parent Alert system) to inform parents of what is happening and to request that they pick up their students at the predetermined off-site location.



Inject #4 Questions

1. What other options are available for evacuation?
Would any of those be a better option on the day of the incident?
2. What communication systems or trainings would the OST program staff need in advance of evacuation and reunification (i.e., what if Parent Alert were not an option?)
3. Would anyone remain behind to meet the fire department and update the OST program staff on the status of the school building?



Conclusion

The intruder is apprehended; he is a sophomore from the high school that's nearby the elementary school. They find a lighter and fire starter on the high schooler's person. The student confesses to arson, claiming that they were "bored." Thankfully, the fire department is able to extinguish the fire before it reaches the playground equipment or school building.

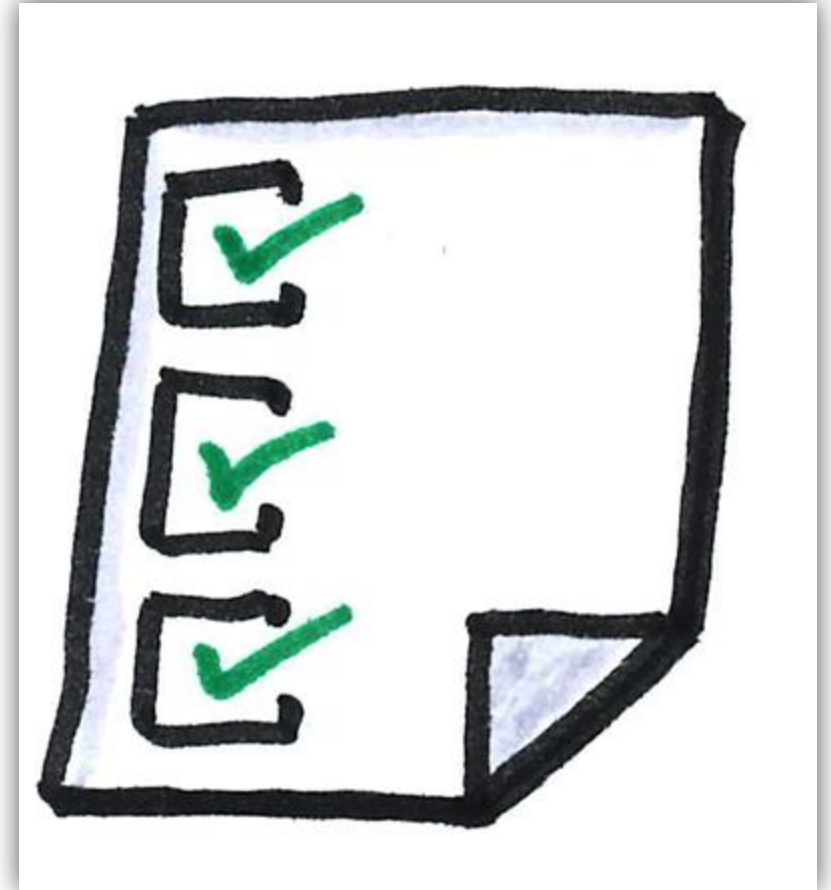
QUESTIONS

1. What if wind caused the fire to spread deeper into the school premises?
2. What safety measures should be taken if the intruder were not found?
3. What determining factors will need to be present before the OST program is clear to return to the campus?
4. Who makes the final decisions?



After-Action Review

1. What information about the incident should go on the after-action report?
2. What were the strengths of this OST program's emergency response?
3. What were areas for improvement?
4. If you could make one recommendation for updating this OST program's emergency plans, what would it be?



REMS TA Center Featured Resources



READINESS AND EMERGENCY
MANAGEMENT FOR SCHOOLS

REMS

TECHNICAL ASSISTANCE CENTER

EOP ASSIST SOFTWARE APPLICATION AND INTERACTIVE WORKBOOK

Stoneybrook Middle School Emergency Operations Plan

TABLE OF CONTENTS

- Basic Plan 3
- 1. Introductory Material 3
- 1.1 Promulgation Document and Signatures 3
- 1.2 Approval and Implementation 4
- 1.3 Record of Changes 4
- 1.4 Record of Distribution 5
- 2. Purpose, Scope, Situation 5
- 2.1 Purpose 5
- 2.2 Scope 5
- 2.3 Situation Overview 5
- 2.4 Planning Assumptions 5
- 3. Concept of Operations 5
- 4. Organization and Assignment 5
- 5. Direction, Control, and Coordination 5
- 6. Information Collection, Analysis, and Dissemination 5
- 7. Training and Exercises 5
- 8. Administration, Finance, and Logistics 5
- 9. Plan Development and Maintenance 5
- 10. Authorities and Reference 5
- Functional Annexes 5
- Evacuation 5
- Lockdown 5
- Shelter-in-Place 5
- Accounting for All Persons 5
- Family Reunification 5
- Continuity of Operations 5
- Recovery 5
- Public Health, Medical, and Mental Health 5
- Threat- and Hazard-Specific Annexes 5
- Fire 5
- Earthquake 5
- Lightning 5
- Wildfires 5
- Dam Failure 5
- Hazardous Materials 5
- Infectious Diseases 5
- Contaminated Food Outbreaks 5
- Active Shooters 5
- Gang Violence 5

Stoneybrook Middle School Emergency Operations Plan

BASIC PLAN

1. Introductory Material

1.1 Promulgation Document and Signatures

The Stoneybrook Middle School Emergency Operations Plan

William Haddad Superintendent of Schools	Brian Schoi
Jennifer Smith School Board President	Sarah Schoi
Garrett Gonzales School Board Member	Suzanne Schoi
Kelly Fulton School Board Member	Martin Fire C
Marissa Jackson School Board Member	Sandra Police
Joseph Yeago School Board Member	Steph Emery

Stoneybrook Middle School Emergency Operations Plan

FUNCTIONAL ANNEXES

Evacuation

Goal 1 (Before): ensure all students and staff know the evacuation route.

Objective: assess, identify, and communicate the location of rally points to be used during an evacuation.

Objective: train students and staff on evacuation route and procedures.

Objective: conduct evacuation drills and exercises so that students and staff may practice evacuation procedures.

Goal 2 (During): evacuate the school immediately.

Objective: alert and notify school community of threat and/or hazard inside the building.

Objective: evacuate all students, staff, and guests from the school using assigned routes.

Objective: pre-designated staff direct evacuation traffic.

Goal 3 (After): confirm that all individuals have left the building.

Objective: safely sweep the building.

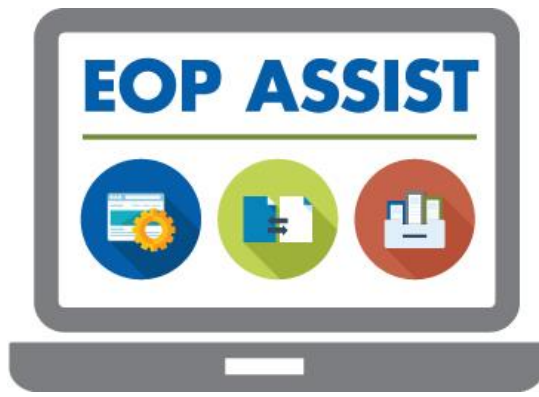
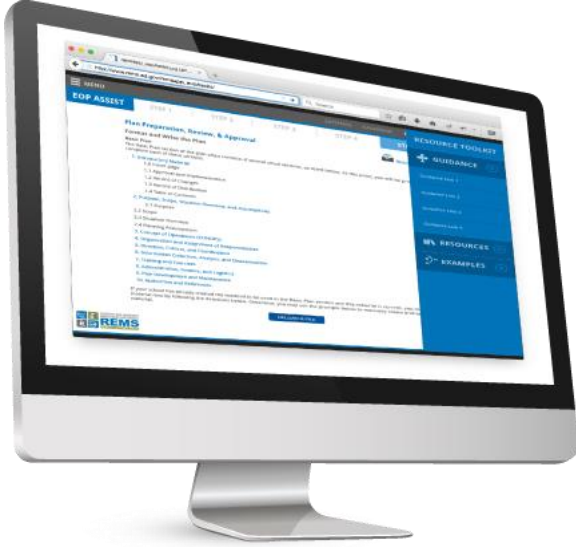
Objective: staff maintain control over students and await directions from Incident Commander (IC).

Courses of Action:

Before:

- Planning team works with first responders to determine evacuation routes (including alternate routes) and rally points (including alternate rally points). Evacuation routes should allow for timely evacuation with limited congestion, and rally points should be a sufficient distance from the school building and clear of fire lanes and potential media staging areas.
- Planning team maps out evacuation routes and rally points and posts a map in each room of the school building, including bathrooms and hallways.
- Planning team members train students and staff on evacuation procedures.
- School community exercises the evacuation plan and practices roles and responsibilities.
- Planning team determines extra supports needed by individuals with disabilities, others with access and functional needs, and English Language Learners in the event of an evacuation, and designates staff to provide those supports, as needed.
- Planning team determines a process by which visitors are informed of evacuation routes. Visitors may include substitute teachers, contracted service providers, and visitors to classroom and non-classroom settings (e.g. volunteers or individuals conducting teacher observations).

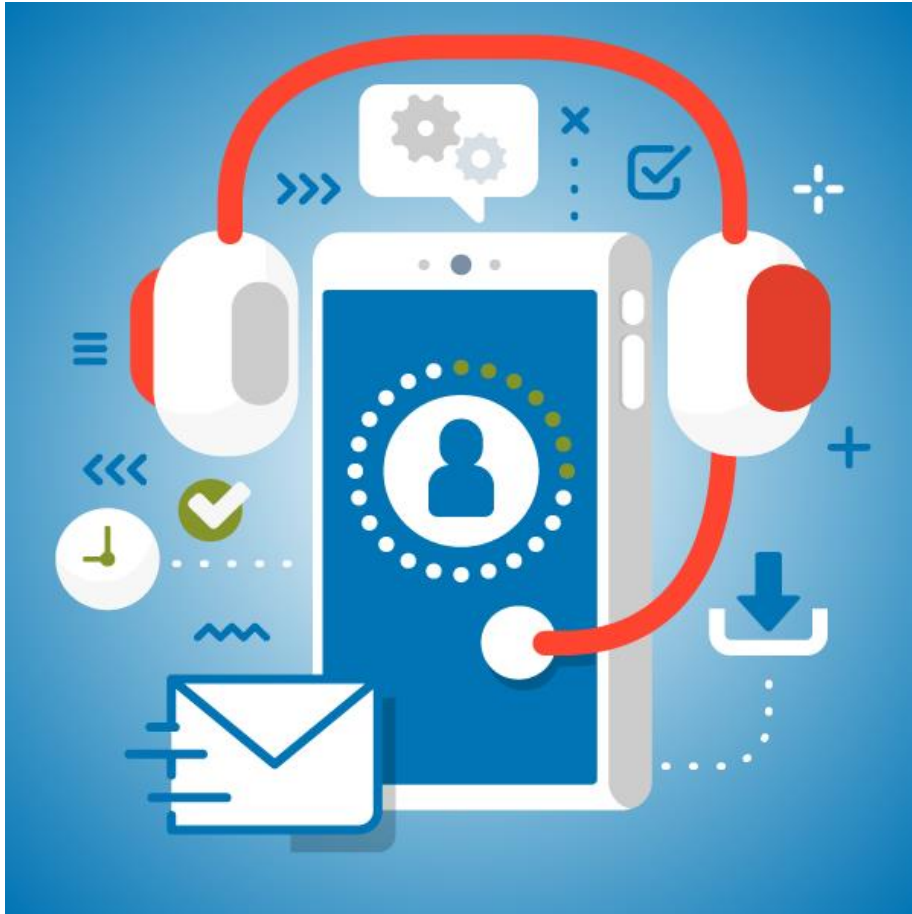
During:



SITE ASSESS



WE ARE HERE FOR YOU!



Toll-Free
Telephone
Line

1-855-781-REMS (7367)



Email
Address

info@remstacenter.org



X Profile

@remstacenter



Participant Engagement

- *Chat Interaction:* What is one action you will take to strengthen your safety planning process?
- Open Q&A Session
- Participant Feedback [Link](#)



A photograph of three diverse students walking towards the camera. On the left, a young woman with long dark hair, wearing a red turtleneck and blue jeans, holds a black folder. In the center, a young man with short dark hair, wearing a white t-shirt and a plaid shirt, carries a bright yellow folder and a backpack. On the right, a young woman with dark hair, wearing a yellow shirt and light blue jeans, is laughing with her hand on her head. They are walking on a paved path in front of a large, multi-story brick building with a series of white columns. The scene is bright and sunny.

Call to Action

- Apply the strategies you learned today in your afterschool program!
- Share your stories of success in the Knowledge Network!
- Don't miss our next webinar!



STAY INFORMED



**21ST
CCLC NTAC**
National Technical Assistance Center



www.21stcclntac.org



info@21stcclntac.org



21ST
CCLC
NTAC
National Technical
Assistance Center