


Module 10

A Comprehensive Review of School Crisis Management-2019



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Responsibility, Organization and Planning

- Comprehensive Safety Is
Everyone's Job:

- It involves:

- Prevention

- Protection

- Hazard Identification and Mitigation

- Response

- Recovery

- Comprehensive team planning is essential.
Can't and must not do this alone!!!!!!



Building a Collaborative Team of Response and Planning

- ▶ Identify Key Stakeholders- Why these elements?
 - ▶ Police
 - ▶ Fire
 - ▶ Rescue
 - ▶ SWAT
 - ▶ Public Health
 - ▶ Human Services
 - ▶ School Nurse
 - ▶ Counselors
 - ▶ Teachers
 - ▶ Board of Education
 - ▶ Support Staff
 - ▶ Students
 - ▶ Emergency Government
 - ▶ School Administration
 - ▶ Others-specific to district and community



Comprehensive Safety Planning

➤ Educational Plans

➤ Curriculum Delivery of Safety Related Info.

- General Course Offerings and Regular School Focus
 - Harassment and Bullying
 - AODA Issues
 - Developmental Guidance and Mental Health
 - Relationship Building
 - Peer mediation or other Conflict Resolution
- Specialized Course Offerings
 - Career and Technical Education- Industrial Arts, Foods, Agriculture, Art, etc..
 - Science Focus- Chemistry, Biology, etc..- Chemical Handling and Awareness



Comprehensive Safety Planning

► Communications

► Primary Devices

- Telephone
- Cell Phone
- Two Way Radio- Monitored capability from offsite
 - School operation frequency
 - Intergovernmental operational capability
- Public Address System

► Identify Secondary Devices

- Bullhorns
- Cell Phones
- Others




Comprehensive Safety Planning

- ▶ Important Preliminary Documents
 - ▶ Facility Diagrams for Emergency Services and School Personnel
 - ▶ First aid and blood borne pathogen kit locations
 - ▶ Utility line locations and utility shutoff locations
 - ▶ Locations of AED's
 - ▶ Locations of chemical storage
 - ▶ Security equipment locations
 - ▶ CCTV Monitors
 - ▶ Video locations
 - ▶ Fire alarm boxes and silencing stations
 - ▶ Fire extinguishers and fire blankets
 - ▶ Access control box locations and head location




Comprehensive Safety Planning

- Important Preliminary Documents
 - Memorandums of Understanding- (MOU)
 - Documents for family reunification
 - Policy and procedure for release of students
 - Assignment of personnel to tasks
 - Site access for parents and others
 - Site control and perimeter security
 - Facility Diagrams
 - NIMS Assignment/ICS Charts



Comprehensive Safety Planning

- ▶ The Go Kit- Contains all necessary information required in the event of an evacuation. Kit must contain:
 - ▶ Safety and Emergency Response Plan
 - ▶ Communications Devices
 - ▶ Accountability Records- Name, TX, Address, Emergency Contact
 - ▶ Special Medical Needs Information
 - ▶ Transportation Lists
 - ▶ Sheets Necessary for Family Reunification
 - ▶ NIMS Designated Responsibility Assignments
 - ▶ Identifying Materials for School Personnel with NIMS/ICS Assignment
 - ▶ First Aid Supplies



Hazard Identification and Mitigation

- ▶ Multi Hazard Identification- Based on data and research what hazards most likely exist in each location?
 - ▶ Based on past experience identify hazards present in each of the following locales that impact your school or schools.
 - ▶ Inside Facility
 - ▶ On Grounds
 - ▶ Off-Site
- ▶ What events are more likely to occur in your school?



Hazard Mitigation Examples



➤ Dangerous Chemicals in school

- Remove unnecessary
- Store according to code
- Proper MSDS in Place
- Chemicals Inventoried
- Materials vented as necessary
- Decontamination supplies available
- Proper Labeling
- Find safer alternatives

➤ Local transport of hazardous materials

- Identify hazardous materials
- Ability to control outside air intake
- Determine safest evacuation routes
- Determine safest evacuation locations
- Identify transport needs
- Establish transport resource



Possible Inclusions for Emergency Response and Action- Person Related

- Immediate Response
 - Medical Emergency
 - Death
 - Accident
 - Kidnapping
 - Missing Person
 - Theft
 - Drugs and Alcohol on Campus



Possible Inclusions for Emergency Response and Action- Facility Related

- ▶ Immediate Response

- ▶ Fire
- ▶ Chemical Spill
- ▶ Gas Leak
- ▶ Explosion
- ▶ Tornado/Severe Weather
- ▶ Straight Line Winds
- ▶ Flooding
- ▶ Utility Failure

- ▶ Response ASAP

- ▶ Vandalism
- ▶ Graffiti



External Vulnerability + Threat

- ▶ Identify external threats present in the community or surrounding area that may likely impact the school:
 - ▶ Off site external include:
 - ▶ hazmat transport in adjacent area to school (train and truck)
 - ▶ factories and materials present in factories
 - ▶ traffic patterns including heavy truck traffic
 - ▶ utility lines and transfer points
 - ▶ utility plants
 - ▶ hazardous materials stored near the school site including LP, gasoline, chemicals, etc..
 - ▶ shops or stores that sell dangerous weapons
 - ▶ known drug selling points
 - ▶ known gang hangouts and areas of congregation
 - ▶ biological, radiological, and chemical attacks



External Vulnerability + Threat

On site factors include:

- a. Traffic control including vehicle and traffic patterns and parking
- b. Bus traffic and crosswalks
- c. Pedestrian traffic on site and in adjacent neighborhood
- d. Integration of pedestrian traffic and vehicles
- e. Trees and shrub placement
- f. Access points to roof
- g. Placement of gas and electric utility boxes and shutoffs, etc...
- h. Entrance and access to school
- i. Placement and securing of dumpsters



External Vulnerability + Threat

On site factors include: (Cont)

- j. Chemical and hazardous material storage
- k. Underground storage tanks
- l. Lines of sight during winter and snow removal operations
- m. Exit locations and clearing of entryways
- n. Drainage ditches
- o. Anything that impacts natural surveillance
- p. Vending machines
- q. District owned transportation



External Vulnerability and Mother Nature

- ▶ Weather related issues:
 - ▶ Tornado
 - ▶ Straight line winds
 - ▶ Flooding
 - ▶ Blizzards
 - ▶ Severe cold
 - ▶ Severe heat
 - ▶ Thunderstorms and electrical discharge



Internal Vulnerability

- Internal vulnerabilities include: Facility Related
 - Chemical storage locations
 - Paper product storage locations
 - Utility shutoff locations
 - Stage curtains and fireproof materials
 - Electrical panels
 - Boiler rooms
 - Network Hubs and Switch Rooms



Internal Vulnerability

- ▶ Internal vulnerabilities include: Facility Related (Cont.)
 - ▶ Kitchens and food storage locations
 - ▶ Classroom and/or school moveable furniture
 - ▶ Weight rooms and pools
 - ▶ Door entry and door identification
 - ▶ Unsecured classroom
 - ▶ Catwalks
 - ▶ Confined Space Entry Locations
 - ▶ Electrical Closets
 - ▶ Mechanical Rooms
 - ▶ Network Closets



Internal Vulnerability

- ▶ Internal Vulnerability- Student related include:
 - ▶ Harassment- verbal, physical, written and electronic
 - ▶ Fights
 - ▶ Large group altercations
 - ▶ Drugs and alcohol
 - ▶ Gangs
 - ▶ Bomb threats and threats of violence
 - ▶ Medical emergency
 - ▶ Slips and falls



Internal Vulnerability

- ▶ Internal vulnerabilities include:
Incident Type Specific- General
 - ▶ Fire
 - ▶ Gas leak
 - ▶ Explosion
 - ▶ Bomb Threat
 - ▶ Spilled chemicals
 - ▶ Food borne illness
 - ▶ Pandemic Flu or Pandemic Illness

Effective Incident Management

Requires:

- Establishing objectives
- Setting priorities
- Assigning resources
- Maximizing outcomes based on Prevention, Protection, Mitigation, Planning and Preparation



Components Of A Good Incident Management System

➤ Minimal Requirements

1. Common terminology
2. Modular organization
3. Integrated communications
4. A unified command structure
5. Consolidated action plans
6. A manageable span of control
7. Designated incident facilities
8. Comprehensive resource management

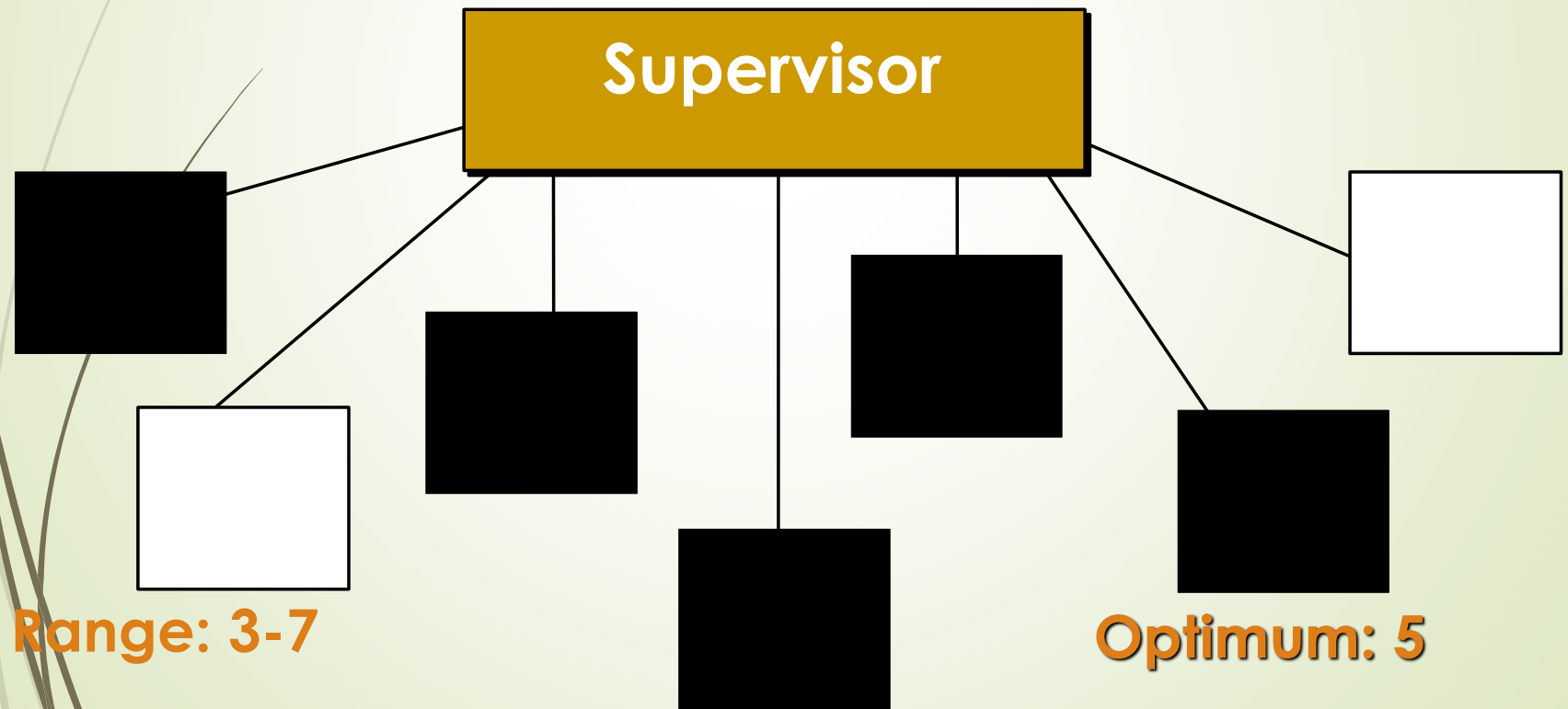
Integrated Communications

- ▶ NIMS Requires
- ▶ 1. Integrated communications involves managing communication at incidents:
- ▶ 2. Common communications plan
- ▶ 3. Two-way communications, backup communications available in the event of a failure that is known and understood.

- ▶ Key Questions????
- ▶ 1.. How will the school communicate with emergency services? What systems or devices are available to ensure joint communication? Are they agreed upon and understood. Have we exercised them to insure success

- ▶ 2. What decisions need to be made between schools and emergency services during an emergency? How will the decision making be done and using what communications vehicle?

Maintain Manageable Span of Control



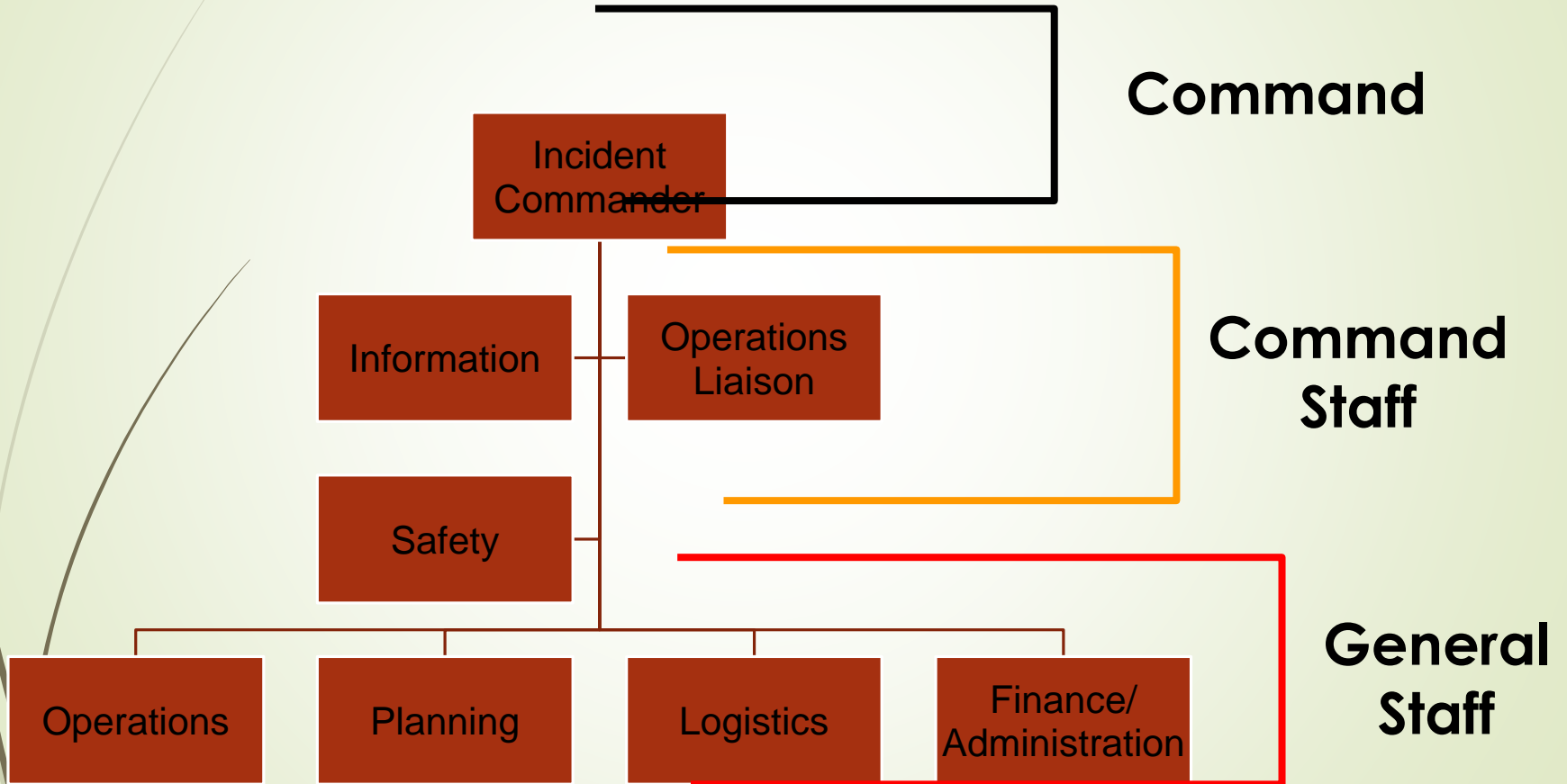
Designated Incident Facilities

The Command Post is the location from which all incident activities are directed

- A designated Command Post provides for:
 - 1. Direction
 - 2. Control
 - 3. Coordination
 - 4. Resource management
 - 5. Safety

Incident Command System

*System expands or contracts as needed



Incident Commander (IC)

The IC must:

Assume direct control of site upon arrival at scene,

Establish command structure and institute command procedures and plans according to scope and severity of situational response:

Determination of command center location and staging areas as appropriate in consultation with Emergency Services

Assign and delegate responsibilities to:

1. Evacuation Site Coordinator
2. Attendance Accountability Chief
3. Liaison/Operations Officer
4. Safety Officer
5. Information Officer
6. Note Takers
 - ▶ School Response
 - ▶ Emergency Services Response

Establish internal and external communication system

Assure protection of life and property

Safety Officer

Primary Responsibilities:

- Report immediately to the IC for deployment to specified location as determined by Joint Command.
- Monitor incident operations and report to the IC assessment of hazardous environments, and coordination of safety response.
- Assist IC and Emergency Services in the formation of response to the likelihood of an additional hazardous event because of utilities, chemical storage etc.....
- Assist IC and Emergency Services in the deployment of necessary resources to maintain the health and safety of staff, students, and emergency response providers.
- Report immediately to the IC changes in safety conditions that impact the evacuation or actions of the school or joint response.

Operations/Liaison Officer

General Responsibilities

- Acts as the point of contact for assisting or coordinating agencies
- Provides lines of authority, responsibility, and communication
- Acts as diplomat
- Works with private contractors to address needs
- Operates from a specifically designated place

Information Officer

General Responsibilities

- Works in cooperation with the EOC (Emergency Operations Center) and PIO (Public Information Officer)
- Is responsible for interface with the media
- Is implemented when IC cannot manage both the incident and the media
- Coordinates the release of accurate and consistent information
- Operates from press area away from Command Post
- Provides known facts- Does not speak off hand or out of context.
- Facts and just the the facts

Develop An Appropriate Organizational Structure

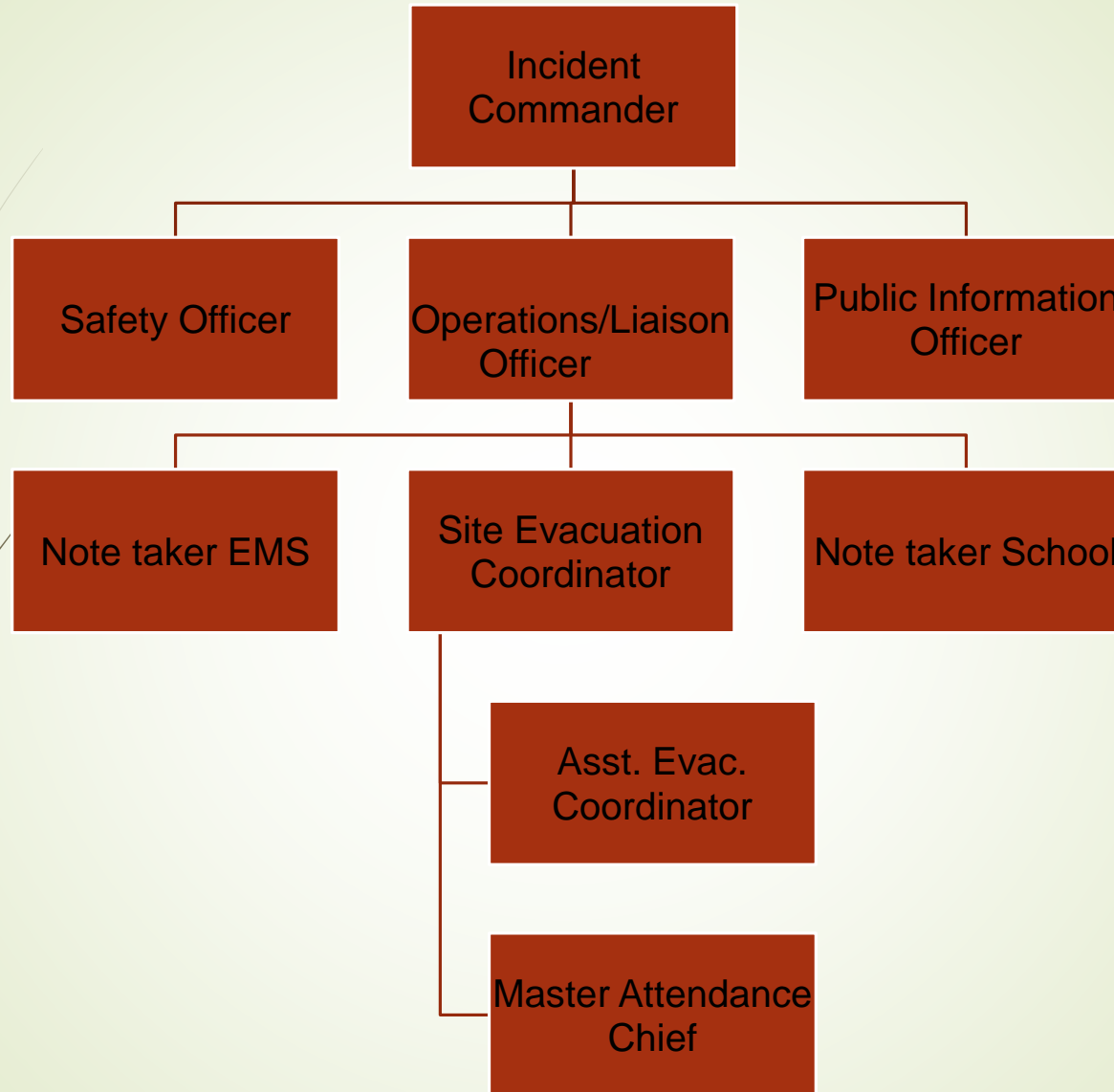
**Incident
Commander**

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**Delegates functional areas
as needed**



A School Based NIMS/ICS Plan



Event Debriefing Incident Action Review

- A required element- Construct a board and save it
 - Include key players from all jurisdictions involved
 - Include if available persons affected by the situation
 - Analyze events, timelines, decisions, notes
 - Be critical
 - Take corrective actions and update the plan
 - Don't forget the recovery phase
- Use an Incident-Action-Response Board to aid in debriefing situations
 - Use your notes and files.
 - Be Specific in recording events- Just the facts! Joe Friday Method! Use specific notes taken and recorded.
- Practice the plan with modifications determined.

Steps to an Incident Action Review (IAR)

1. Construct a board with 3 large columns
2. Title the columns from right to left, Incident, Action, Review
3. Incidents are time sensitive events that occur during a situation. Times are recorded and events are placed on the board from start of event to the end. Sticky notes work well!!!
4. Actions are the specific steps used by the school or response agency to meet the identified change in incident. Each incident gets a recorded action placed against it. Again, from start of the incident progression to the end.
5. Review is the critical analysis of the Incident and Actions based on the predetermined plan. Each incident and action will need a review if the district took action. Be critical of the steps taken. Determine strengths and weaknesses in response. Go from start to end. Don't forget recovery if the incident calls for it.
6. Large scale events with multiple agencies are very complex. School responses are many times less complex but must look at the event sequence and actions.
7. Practice and revise the Emergency Operations/Response Plan based on the IAR.



Business Continuity and Recovery





Definitions

- **Business Continuity-** A plan devised to bring a school or business back to regular operational status as quickly as possible.
- **Critical Functions-** Those elements that if lost for a period of over 48 hours will significantly impact the business operation. These items are central to the overall mission of the school



Definitions

- **Essential Functions-** Functions central to the mission of the school or business. Loss of these functions of between 2-5 days will impact the mission of the organization.
- **Necessary Functions-** Functions whose loss in excess of one weeks time would greatly impact the mission of the organization.
- **Desirable Functions-** Not vital to the mission of the organization. These functions provide for a more well rounded and balanced operation but are not essential.



Definitions

- **Redundancy Planning**- Planning for the operation of critical systems through backup plans and procedures. Designed to move back to operation quickly.
- **Business Continuity Team**- The team designated and responsible for the implementation of the Business Continuity Plan.
- **Resources**- Those people, agencies, or entities who are able to provide services to a business in order to return to business operations.



When might the BCP be used?

- Power Outage
- Tornado and Severe Weather
- Floods
- Incident of Mega Violence- Shooting
- Mass Casualty Event- Onsite or off
- Fire and Explosion
- Pandemic Flu
- Others



A Key Idea

- Recovery requires planning, practice, and building upon scenarios. Do not assume that you are ready to recover from a disaster or incident. Recovery planning is the least used and developed portion of school safety plans. It is not glamorous and takes a lot of time to do well. Do a lousy job of it and long term consequences follow. Think, plan, prepare, practice, and recover.



Critical Functions

Look at Critical Functions from the following:

1. Facilities
2. Services
3. Records
4. Food Service
5. Instruction and Curricular Program
6. Psychological Services



Facilities

Identify critical functions necessary for the resumption of services.

1. Water and Sewer
2. Structural Integrity of Facility
3. Lights
4. Electricity
5. Gas



Services

Identify critical functions necessary for the resumption of services.

- ▶ Telephone and External Communications
- ▶ Network Operations???. Is this one a critical or essential function?
- ▶ Nursing or Health Programs
- ▶ HVAC and Lighting Controls



Records

Identify critical functions necessary for the resumption of services.

- Payroll
- Accounting
- Student Academic
- Student and Staff Medical
- Classroom Gradebooks- Misc.
- Fees, Fines etc.....



Food Service

Identify critical functions necessary for the resumption of services.

- Refrigeration
- Cooking
- Sanitation
- Staffing



Instruction and Curricular Services

Identify critical functions necessary for the resumption of services.

- ▶ Staffing
 1. Licensed Instruction
 2. Supervisory- Non Licensed
 3. Specialized Services
- ▶ Educational Materials including textbooks and support materials



Crisis Response and Psychological Services

Identify critical functions necessary for the resumption of services.

- Staffing for extended response to:
 1. Students
 2. Staff
 3. Community Members
 4. Parents
- Agreed Upon Psychological Recovery Model- If necessary- Continuity is critical



Crisis Management: Public Information and the Media



Module 10- Part 2



WARNING!

**You will respond to your next
crisis as you are now**

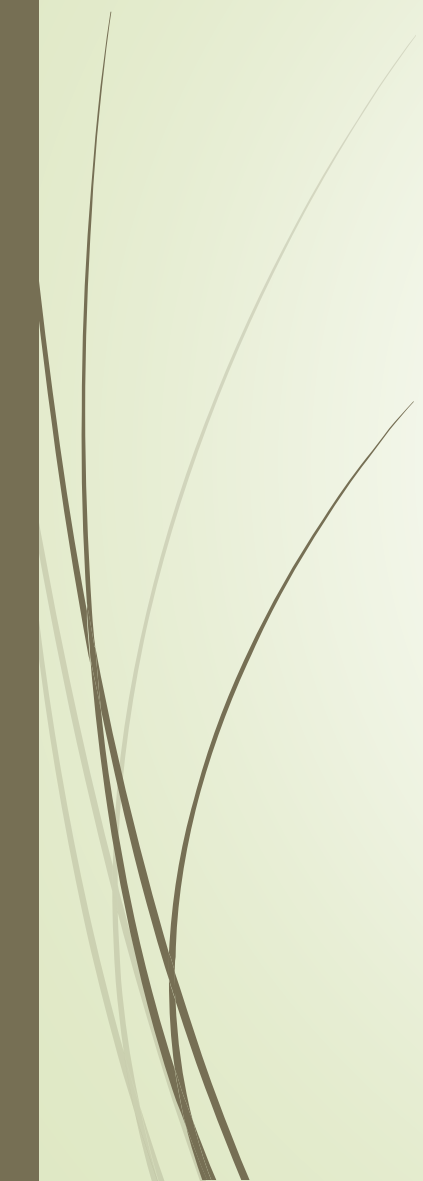
NOT

As you want to be





A Strong Word of Advice

- ▶ You can't not be making it up as you go when working with the media and general communications. Flying by the seat of your pants is not allowed. Lives are at stake.
 - ▶ Be prepared!
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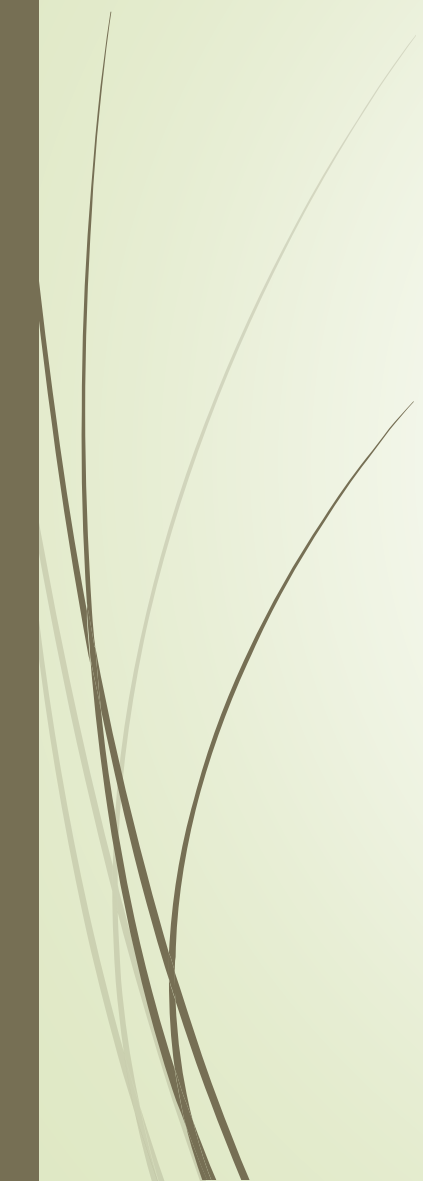


Do you have a plan for media

- ▶ People have a right to know what is happening and what has happened- Both quickly and accurately!
 - ▶ Who speaks for the district? Under whose authority does communication take place?
 - ▶ NIMS/ICS- Public Information Officer- Are joint releases appropriate and advised?
 - ▶ Make statements from a position of strength and understanding. Make it right the first time and every time!!!!
 - ▶ Accuracy Counts. Accurate facts are vital.



PIO/NIMS/ICS

- Remember that Public Information is a Function of NIMS and ICS
 - FEMA/EMI Course IS29 is available to anyone
- 



Why is this so important?

- ▶ The aftermath can be significantly worse than the event:
 - ▶ Hiding information?
 - ▶ Who are you protecting?
 - ▶ Were you not prepared?
 - ▶ Were there laws broken?



DEFINITIONS





Emergency



- Serious unusual incident that challenges the leader but does not affect the entire school, staff, and/or student body.
 - Examples

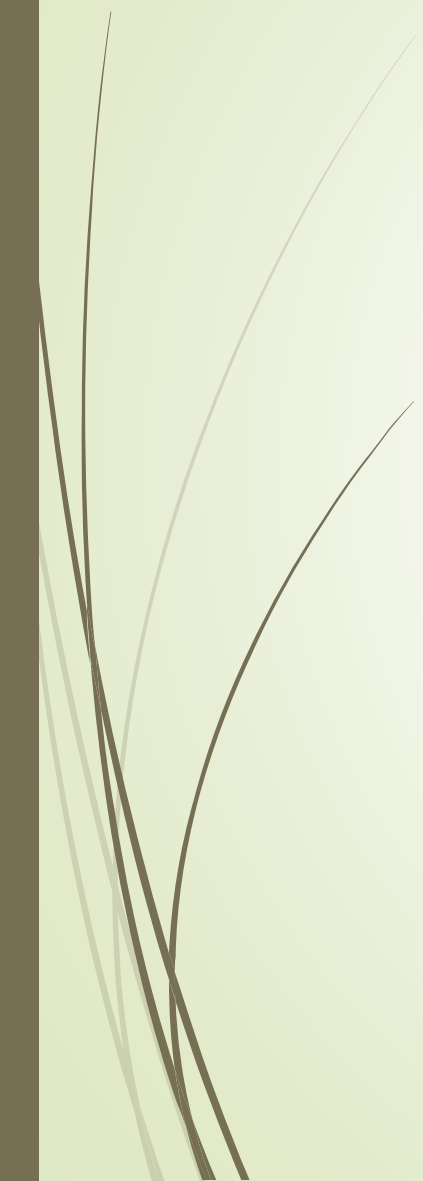


Crisis

- Very serious highly unusual incident that affects the entire school, and exceeds the ability of the school staff to resolve without significant external resources.
- Examples might include?



A thought on crisis

- ▶ A crisis which occurs outside your school building or property in the community is likely a crisis for you at school. Why???
- 



Keeping first things first

- ▶ What is your primary first duty?
 - ▶ Address the immediate situation and crisis
- ▶ When able, as soon as possible, provide overall summary of incident:
 - ▶ Who, what, when, where, why, how, injured, hospital, corrective steps and actions, etc.....
- ▶ USE ICS/NIMS Structure to make the Statement- **It better be accurate!!!!!!!!!!!!!!!!!!!!**



Priorities for a news conference

- ▶ Provide information- Parents and the community at large is your audience. It is not the media. The media is a tool to get the word out for you.
- ▶ Restore confidence- The school and students, staff are safe. The situation while fluid is under control, the crisis won't be repeated etc.....
- ▶ Is a joint release warranted? (Does this sound like a broken record?)



Vital Considerations

- Respect the privacy of individuals including students, staff, DO NOT RELEASE SPECIFIC INFORMATION- INJURIES ETC.. RESPECT CONFIDENTIALITY. “Tommy Jones suffered multiple fractures in the lower body”
Not OK

“ A student suffered fractures” Is OK

DO NOT COMPROMISE EMERGENCY OPERATIONS OR OFFICIAL INVESTIGATIONS



Key Points

- ▶ Have a media policy in place and review it
- ▶ Assign a media area- near the site but not near kids. Use public area! Keep media away from parents, kids, and operations
- ▶ Notify key players of the situation including but not limited to: Superintendent, Board President, Mayor, Parents- **DO THIS BEFORE MAKING A MEDIA RELEASE**



Key Points



- ▶ If you are unable to answer a question, say so. “I don’t have that information right now but I will get it for you at the next press conference.”
- ▶ Don’t speculate or provide personal opinion
- ▶ Parents must approve interviews with juveniles.
- ▶ Never go “Off Record”
- ▶ Clear the release of sensitive information (deaths, injuries, arrests, with Incident Commander- Consider a joint release



Key Points

- ▶ Avoid “No Comment” (What are they hiding?)
- ▶ Use “I don’t know that information but I will get it as soon as I can.”
- ▶ Use “ I want to be accurate so this may take a bit longer.”



A Bad Situation

- If you were a parent, how would you relate to this situation?
 - October 1, 2015- Umpqua Community College
 - Noon- “13 dead”- State Attorney General
 - 2:00- “7 dead”- Sheriff
 - 2:00- “13 dead”- Attorney General
 - 3:00- “10 dead”- Sheriff
 - 4:00- “13 dead” Attorney General
 - Final Tally- 10 dead, (9 plus the murderer)



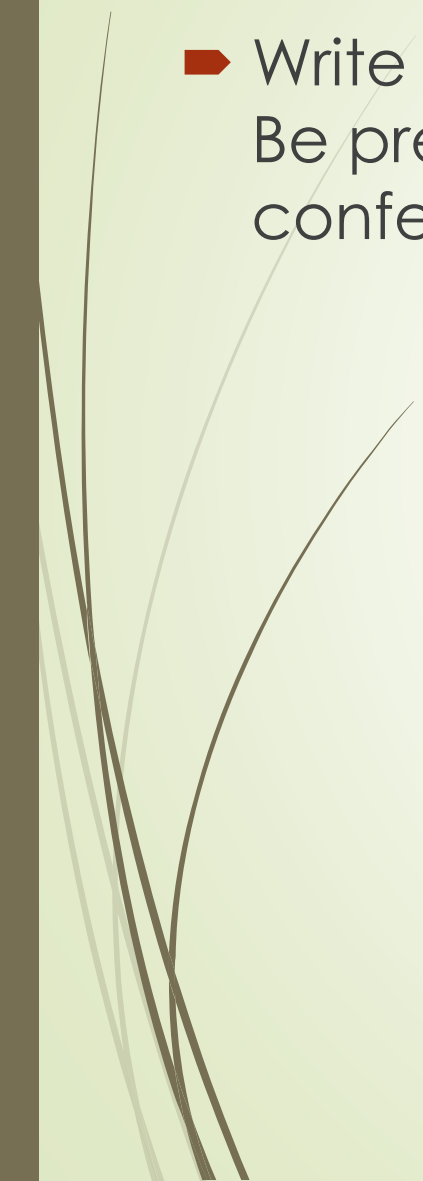
Key Points



- ▶ How long do we hold press conferences?
 - ▶ Continue to schedule news conferences until media fails to show up.
- ▶ Be prepared for post-crisis follow up (1 week, 1 month, 1 year, release of reports etc....
- ▶ Don't forget to use other sources such as voicemail, email, website, robo-call, Facebook etc.....
- ▶ Designate responsibility for coordinating the other media related tasks- Who is going to do the robo-call, Facebook etc..... Make sure that the message is the same.



Exercise

- ▶ Write a press release for the following incident-
Be prepared to read the statement at a news conference and answer questions about it.
- 



Exercise

Joe Smith a school engineer was preparing to clean the school swimming pool with chemicals when there was an accident. The chemicals got mixed and created a toxic fume that caused Joe to lose consciousness. A teacher saw him on the floor and called 911. Realizing that there was a problem, the principal ordered the school evacuated at 7:30 AM on Tuesday, February 1. The temperature was 10 degrees outside with a strong wind blowing and snow.

Two senior students who had arrived early to assist their swim coach reported that they had inhaled some of the fumes but they did not appear to be adversely affected. The students were kept from reentering the school until the fire and health department declared air quality acceptable at 1:00.

Joe was taken to St. Mary's Hospital and was admitted. His condition is serious. The students were taken to the hospital and were released.



In Closing

- Use the ICS/NIMS and PIO structure as intended.
- Never release information without authorization.
- Utilize Span of Control during incident management and media relations.
- Great school leaders prove that they can bring closure to a crisis and still have something left in the tank in order to deal with reporters and the media.
- Release information as necessary and using joint command structures where appropriate.

Are you ready to practice?

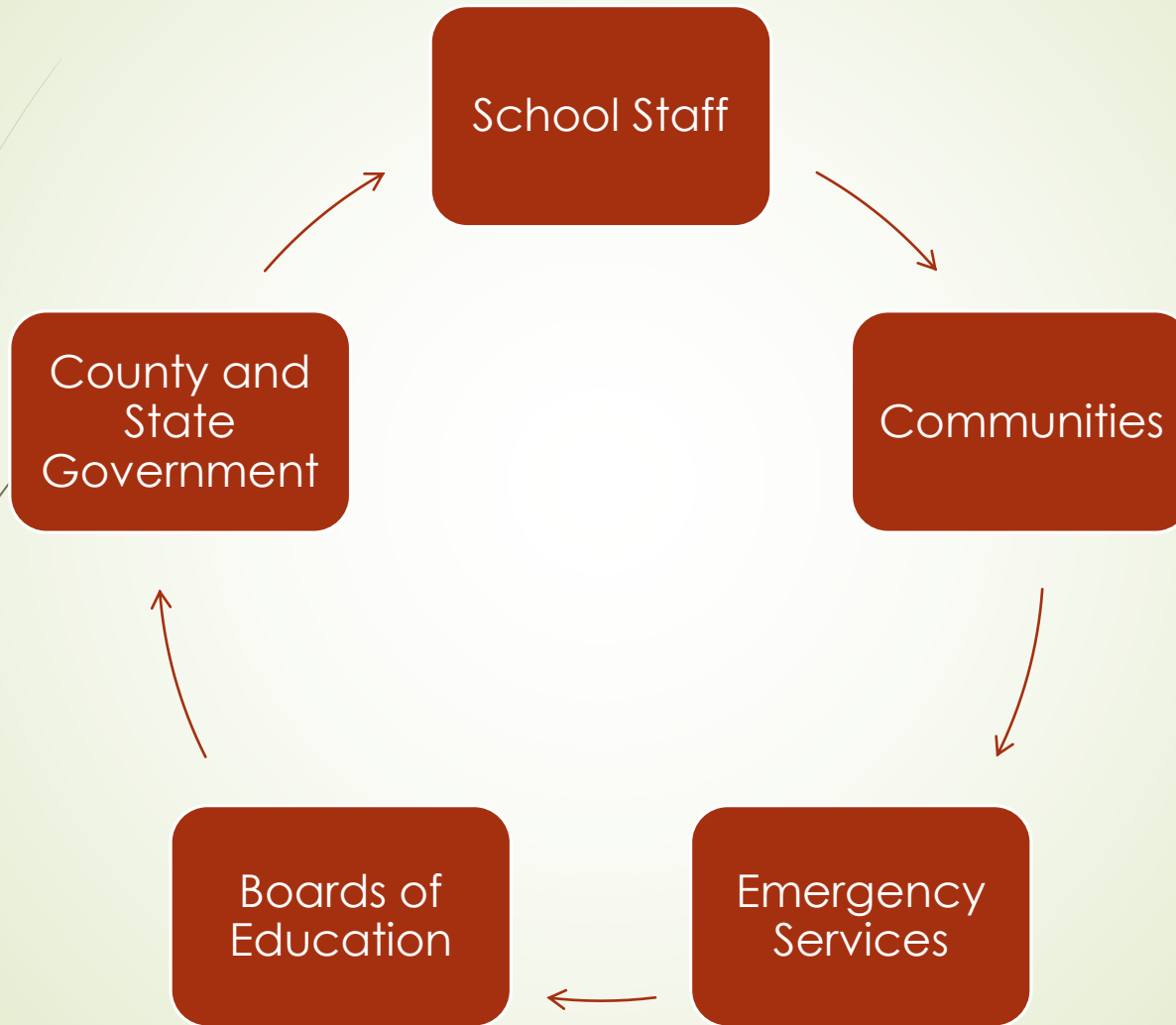


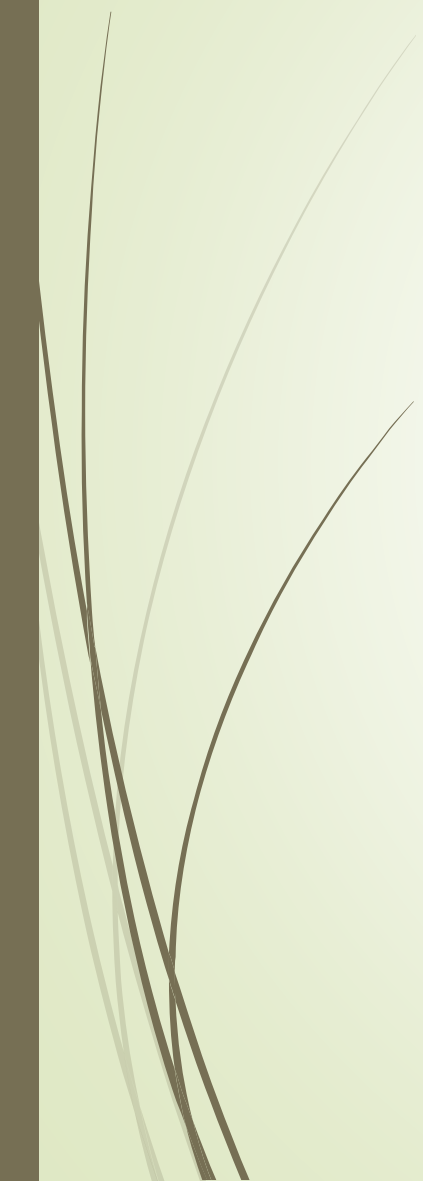


Table Top Exercise

- ▶ Background
 - ▶ Tabletop exercise is an informal method used by entities to practice and test responses to events likely to occur in a facility.
 - ▶ The use of a tabletop exercise is an easy way to begin a review of practices and responsibilities to be used. It provides an informal relatively stress free means of doing a practice.
 - ▶ A table top exercise is not a drill in that there is no movement of resources, students, staff etc..... But rather a structured review of the who , what , where, when and why that might occur in a scenario.



Background Continued

- The tabletop exercise provides the school with an opportunity to address issues likely to occur before an incident.
 - The tabletop exercise may not see all of the problems present in a response. Sometimes the drill uncovers things that you never saw coming.
 - The tabletop exercise is done with teams of people from a school or business who are assembled at a table where the incident is verbally laid out in stages.
 - Usual completion time for an exercise in a school district is 2 to 3 hours. Here it will be considerably less.
- 



Background Continued

- ▶ Work collaboratively as a team to perform responses during the exercise.
- ▶ Assign players to areas of responsibility according to your safety play, IC, PIO, Operations/Liaison, Safety Officer etc....
- ▶ Assign a facilitator who will lead the exercise by sharing additional information. The facilitator should not actively participate in the exercise but rather encourage discussion, cooperation etc....
- ▶ Always debrief after the event and make changes to the plan based on what was seen. Be critical in evaluating the exercise and responses.



The 2019 Exercise

- Taken from America's PrepareAthon 2014

www.readygov/prepare

**Tornado Safety for K-12
Schools"**



Good Resources for Drill Scenarios

- ▶ Rems TA <https://rems.ed.gov/toolbox.aspx>
- ▶ Homeland Security and FEMA <https://training.fema.gov/programs/emischool/e1361toolkit/siteindex.htm>