



U.S. Department of Education (ED)
Office of Safe and Drug-Free Schools (OSDFS)
Readiness and Emergency Management for Schools (REMS)



FY 2010 Initial Grantee Meeting ♦ Santa Monica, CA ♦ December 8 – 9, 2010

Concurrent Session

THE NATIONAL INCIDENT MANAGEMENT SYSTEM: TOP TEN QUESTIONS

Larry Borland, Chief of Security, Academy School District (CO)

Steven McElroy, Director of Security, Columbus City Schools (OH)

Alison Hathaway, Detailee, Education Facilities, National Infrastructure Protection Program, U.S. Department of Homeland Security

Sara Strizzi, Management and Program Analyst, OSDFS, ED

Madeline Sullivan, Management and Program Analyst, OSDFS, ED

Purpose of Session

Present an overview and response to the 10 most frequently asked questions about the National Incident Management System.

Overview of Session

- ♦ Define NIMS and the five key elements:
 - Preparedness
 - Communications and Information Management
 - Resource Management
 - Command and Management
 - Ongoing Management and Maintenance
- ♦ Discuss NIMS requirements and compliance objectives
- ♦ Discuss NIMS training for key personnel
- ♦ Outline training resources
- ♦ Discuss ICS roles for schools
- ♦ Present examples of how districts and schools can implement NIMS

Key Messages

- ♦ NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines
- ♦ OSDFS provides customized compliance objectives and guidance for schools
- ♦ Schools should identify key personnel to receive training based on their roles and responsibilities



**U.S. Department of Education (ED)
Office of Safe and Drug-Free Schools (OSDFS)
Readiness and Emergency Management for Schools (REMS)**



FY 2010 Initial Grantee Meeting ♦ Santa Monica, CA ♦ December 8 – 9, 2010

- ♦ Staff with specific responsibilities in responding to emergencies should have appropriate level of NIMS training

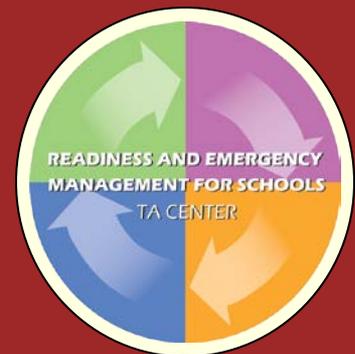
About the Presenters

LARRY BORLAND is Chief of Security for the Academy School District in Colorado Springs, Colorado. Mr. Borland was appointed as Chief in July of 2008, after having served in similar capacities for almost 14 years in the Douglas County School District and Colorado Springs Public Schools. Mr. Borland is responsible for the development and maintenance of all safety and security programs for the Academy School District, emergency response and management, law enforcement liaison and management and supervision of all security staff in the District. Currently he is charged with the development of a new, comprehensive safety and security program for the District.

Mr. Borland also serves on the U.S. Department of Education's School Police and Security Chiefs Committee. He is President-Elect of the National Association of School Safety and Law and the President of the Colorado Association of School Safety and Law Enforcement Officers. In addition, he is on the Board of Directors of the Colorado Safe2Tell. Mr. Borland is a member of the National Association of School Safety and Law Enforcement Officers, International Association of Chiefs of Police, International Association of Campus Law Enforcement Administrators and American Society for Industrial Security.

STEVEN MCELROY has been the Director of Safety and Security Services for the Columbus City Schools, Columbus, Ohio for the past five years. During this time, Mr. McElroy has served as the Chief Investigator for two (2) U.S. Department of Education *Emergency Response and Crisis Management* (ERCM) grants. He has overseen the security upgrades of approximately 30 newly built or renovated school buildings and successfully standardized the security upgrades of all high schools and middle schools in the district. Mr. McElroy is a certified trainer in ICS-300 and ICS-400. He has served on a state panel discussing gang issues throughout the state of Ohio, and is currently serving on the Juvenile Justice Community Planning Initiative Committee which has a primary focus of reducing disproportionate minority contact within Franklin County.

Previous to his current position, Mr. McElroy served as a Community Liaison Officer, Child Abuse Detective and School Resource Officer with the City of Columbus Division of Police.



The National Incident Management System: Top Ten Questions

Fiscal Year 2010 Initial Grantee Meeting
December 8 – 9, 2010, Santa Monica, California



Larry Borland, Chief of Security,
Academy School District (CO)

Steven McElroy, Director of Security,
Columbus City Schools (OH)

OSDFS Staff

U.S. Department of Education, Office of Safe and Drug-Free Schools (OSDFS)
550 12th Street, S.W., 10th Floor, Washington, D.C. 20202

Key Question 1

- What is NIMS and why do we need it?



Key Question 1

- NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:
 - Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
 - Improve coordination and cooperation.
 - Provide a common standard for overall incident management.



Key Question 1

- NIMS lays the groundwork for efficient and effective responses, from a single agency fire response to a multiagency, multijurisdictional natural disaster or terrorism response.
- NIMS provides commonality in preparedness and response efforts that allow diverse entities to readily integrate during an incident.



NIMS Components

The NIMS structure features five integrated components:

1. Preparedness;
2. Communications and Information Management;
3. Resource Management;
4. Command and Management;
5. Ongoing Management and Maintenance
 - Supporting Technology and
 - NIMS Integration Center.



Key Question 2

- What are the NIMS requirements that I need to implement under my grant?



Key Question 2

- HSPD–5 “Management of Domestic Incidents”
- FY 2010 REMS grantees are required to implement the NIMS requirements for local governments as these were the published requirements during the application period
- OSDFS provides customized compliance objectives and guidance for schools



Key Question 2

- Compliance objectives address the five NIMS components:
 1. Adoption
 2. Preparedness
 - Planning
 - Training
 - Exercise
 3. Communications and Information Management
 4. Resource Management
 5. Command and Management



Key Question 2

- Compliance objectives:

1. Adoption

- Adopt NIMS at the district level
- Designate a single point of contact to coordinate NIMS implementation
- Ensure that Federal preparedness awards support NIMS

- 2a. Preparedness: Planning

- Develop, implement, and refine plans to incorporate NIMS and reflect the National Response Framework (NRF).
- Participate in mutual aid agreements.



Key Question 2

- Compliance objectives (cont.):
 - 2b. Preparedness: Training
 - **IS-700.a** *NIMS, An Introduction*
 - **IS-800.b** *National Response Framework*
 - **IS-100.SCa** *Introduction of ICS for Schools*
 - **IS-200.a** *ICS for Single Resources and Initial Action Incidents*
 - **ICS-300** *Intermediate ICS for Expanding Incidents*
 - **ICS-400** *Advanced Incident Command (Recommended)*
 - **G-4022** *Incident Command System (ICS) Overview for Executive/Senior Officials*



Key Question 2

- Compliance objectives (cont.):
 - 2c. Preparedness: Exercise
 - Incorporate NIMS into exercises
 - Plan for/and or participate in a multi-agency exercise
 - Incorporate lessons learned into emergency management plans
 - 3. Communications and Information Management
 - Apply common and consistent terminology, including plain language
 - Utilize systems to present consistent and accurate information



Key Question 2

- Compliance objectives (cont.):
 4. Resource Management
 - Identify/inventory response assets
 - Ensure relevant and applicable interoperability standards are used in acquisition programs
 - Use response asset inventory for mutual aid requests
 - Develop a system to credential emergency personnel to ensure proper authorization and access to an incident



Key Question 2

- Compliance objectives (cont.):
 5. Command and Management
 - Institutionalize ICS for all emergency incidents and pre-planned school events
 - Coordinate and support the use of integrated Multi-agency Coordination System, or MACs
 - Establish a public information system
 - Ensure that public information officers can gather, verify, and coordinate information



Key Question 3

- Who should take the required NIMS courses?



Key Question 3

- Key personnel must take the NIMS training courses
- Schools should identify *key personnel to receive training based on their roles and responsibilities*
 1. Executive Leaders,
 2. General Personnel,
 3. Critical Personnel, and
 4. Leadership.



Executive Leaders

- **Must be** familiar with the comprehensive systems supporting emergency management, even though they may not have a designated role in the incident command system.
- **Are often** responsible for making financial, administrative, and managerial decisions supporting the school or IHE emergency management program and will likely have very high-level responsibilities before and after an incident, as opposed to command responsibilities in the field during an actual incident response.
- Executive Leaders should take the following two courses:
 - **G-4022** *Incident Command System (ICS) Overview for Executive/Senior Officials*
 - **IS-700** *NIMS, An Introduction*



General Personnel

- Personnel with any role in emergency preparedness, incident management, or response such as faculty and educators, school resource officers, counselors, and bus drivers.
- General personnel should complete
 - **IS-100.SCa** *An Introduction to ICS*
 - **IS-700.a** *NIMS, An Introduction*



Critical Personnel

- Incident Commander, command staff, general staff, or member of another key campus emergency management team.
 - Command staff may include public information officer, safety officer, or liaison officer.
 - General staff may include staff serving on the operations, planning, logistics, or finance/administration branches.



Critical Personnel (cont.)

- Critical personnel should complete
 - **IS-100.SCa** *An Introduction to ICS*
 - **IS-700.a** *NIMS, An Introduction*
 - **IS-800.b** *National Response Framework, An Introduction*
 - **IS-200.a** *ICS for Single Resources and Initial Action Incidents*



Leadership

- **Personnel with a leadership role and are typically obligated to:**
 - command and manage during incident response in the absence of traditional incident response personnel



Leadership Personnel (cont.)

- Leadership personnel should complete:
 - **IS-100.SCa** *An Introduction to ICS*
 - **IS-700.a** *NIMS, An Introduction*
 - **IS-800.b** *National Response Framework, An Introduction*
 - **IS-200.a** *ICS for Single Resources and Initial Action Incidents*
 - **ICS-300** *Intermediate ICS for Expanding Incidents*
 - **ICS-400** *Advanced Incident Command*



Key Question 4

- The NIMS online training is a great resource, however my district's staff prefer in-person trainings. Is there a way to provide the training in person and still receive a certificate of completion from FEMA?



Key Question 4

- FEMA makes NIMS course materials available for organizations to download and use in local training efforts
- Grantees should ensure that trainers are certified to deliver the specified NIMS course
- To receive a certificate, training participants must submit the course examination to FEMA
 - FEMA Op-scan sheets
 - Allow 6-8 weeks for certificate delivery



Key Question 5

- Do I need to train everyone in my school district on NIMS?



Key Question 5

- In a perfect world, yes!
- In reality, this may not be possible
- All staff, including substitutes, should have a basic knowledge of school emergency procedures
- Staff with specific responsibilities in responding to emergencies should have appropriate level of NIMS training



Key Question 6

- Does my school district superintendent need to complete any NIMS courses? If so, which ones?



Key Question 6

- FEMA recommends that all officials who will be interacting with multiple jurisdictions and agencies during an emergency incident have a basic understanding of NIMS
- Recommended courses include (at a minimum):
 - **IS-100.SCa** *An Introduction to ICS*
 - **IS-700.a** *NIMS, An Introduction*



Key Question 7

- We have an emergency management team already in place and have pre-established names for each job to be carried out in an emergency. Why do we need to change our current team to follow the Incident Command System?



Key Question 7

- ICS is a fundamental form of management established in a standard format
- ICS represents organizational "best practices" and has become the standard for emergency management across the country
- ICS is flexible to meet varied needs during an emergency, but should not be changed to reflect local preferences (i.e., you should not change the structure established for ICS)



Key Question 8

- My superintendent wants to be both the Incident Commander and the Public Information Officer in an emergency. Does this model work under ICS?



Key Question 8

- No!
- Under ICS, each person has one role, not multiple
- Each role under ICS has specific responsibilities and require different skill sets
- The role of the Incident Commander (IC) is a “full-time job”
- The Public Information Officer (PIO) may need to be off-site at a Joint Information Center



Key Question 9

- How is my district held accountable for being NIMS compliant? What should I do to demonstrate NIMS compliance?



Key Question 9

- Assurance submitted with grant application
- Performance reports
- Site visits
- Documentation
 - Documentation of implementation progress (e.g., Checklist)
 - NIMSCAST



Key Question 10

- What NIMS compliance resources are available for schools?



NIMS Resources for Schools

- Readiness and Emergency Management For Schools (REMS) Technical Assistance (TA) Center
- School Preparedness Website
- National Integration Center (NIC) Incident Management Systems Integration Division (IMSID)
- NIMS Resource Center
- Emergency Management Institute (EMI)



Checklist: NIMS Implementation Activities For Schools and Institutions of Higher Education

NIMS COMPONENT	NIMS IMPLEMENTATION ACTIVITY	STATUS
ADOPTION	1. Adopt NIMS at the school and campus community level.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	2. Designate and maintain a <i>Single Point of Contact</i> to serve as principal coordinator for NIMS implementation at the school- and campus-community level.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	3. Ensure that Federal preparedness awards to the school- and campus-community level support the implementation of NIMS.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	4. Routinely include NIMS implementation activities in all audits associated with Federal preparedness awards.	Not Applicable
PREPAREDNESS: PLANNING	5. Develop, implement, and refine emergency management plans to incorporate NIMS and reflect the National Response Framework (NRF).	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	6. Participate in and promote mutual aid agreements.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
PREPAREDNESS: TRAINING	7. Use existing resources such as programs, personnel, partners, and training facilities to coordinate and deliver NIMS training requirements.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	8-13. Activities 8-13: School and campus “key personnel” complete NIMS training.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
PREPAREDNESS: EXERCISES	14. Incorporate NIMS and ICS into all emergency management training and exercises.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	15. Participate in an all-hazard exercise program based on NIMS that involves first responders from multiple disciplines, agencies, and organizations.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	16. Incorporate corrective actions into preparedness and response plans and procedures with community partners.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
COMMUNICATION AND INFORMATION MANAGEMENT	17. Apply standardized and consistent terminology for school and campus incidents, including the establishment of plain language communication standards.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	18. Utilize systems, tools, and processes to present consistent and accurate information (e.g., common operating picture) during an incident/planned event.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
RESOURCE MANAGEMENT	19. Maintain an inventory of organizational response assets—equipment, resources, and supplies.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	20. To the extent permissible by law, ensure that relevant national standards and guidance to achieve equipment, communication, and data interoperability are incorporated into acquisition programs.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	21. Utilize response asset inventory for intrastate/interstate mutual aid requests [such as Emergency Management Assistance Compact (EMAC)], training, exercises, and incidents/planned events.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	22. Initiate development of a State/Territory/Tribal-wide system (that incorporates local jurisdictions) to credential emergency management/response personnel to ensure proper authorization and access to an incident including those involving mutual aid agreements and/or assistance agreements.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
COMMAND AND MANAGEMENT	23. Institutionalize the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	24. Coordinate and support the development and use of integrated Multi-agency Coordination Systems (MACS).	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	25. Establish the Public Information System (PIS) within the ICS framework.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress
	26. Ensure PIO procedures can gather, verify, coordinate, and disseminate information during an incident or planned event.	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete <input type="checkbox"/> In Progress

FY 2010 NIMS TRAINING FOR K-12 SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION

In order to fulfill NIMS requirements, schools and institutions of higher education (IHE) should determine what personnel need to receive incident command system (ICS) and NIMS training based on their role(s) in the overall school or IHE emergency management program. In accordance with U.S. Department of Education (ED) guidance, certain “key personnel” are required to complete the following six courses in order for an individual or organization to be considered NIMS compliant through FY 2010: 1) IS-100 An Introduction to the Incident Command System^[1], 2) IS-200 ICS for Single Resources and Initial Action Incidents, 3) IS-700 NIMS, An Introduction, 4) IS-800.B National Response Framework, An Introduction, 5) ICS-300 Intermediate ICS for Expanding Incidents, and 6) ICS-400 Advanced Incident Command. In addition, ED recommends that Executive Leaders also consider taking G-402 Incident Command System (ICS) Overview for Executive/Senior Officials^[2]. To assist with determining who “key personnel” might be within a school or IHE, ED has created the following chart:

EXECUTIVE LEADERS

Executive Leaders must be familiar with the comprehensive systems supporting emergency management, even though they may not have a designated role in the incident command system. **Executive Leaders** are often responsible for making financial, administrative, and managerial decisions supporting the school or IHE emergency management program and will likely have very high-level responsibilities before and after an incident, as opposed to command responsibilities in the field during an actual incident response.

Executive Leaders should take the following two courses:

- **G-402² Incident Command System (ICS) Overview for Executive/Senior Officials**
- **IS-700 NIMS, An Introduction**

NOTE: Depending upon the unique school, LEA, or IHE, **Executive Leaders** may include:

- Institution President
- Superintendent
- Provost
- Chancellor
- Principal

GENERAL PERSONNEL

General Personnel are those with any role in emergency preparedness, incident management, or response.

General Personnel should complete the following two courses:

- **IS-700 NIMS, An Introduction**
- **IS-100 An Introduction to ICS**

NOTE: Depending on the school, LEA or IHE campus, **General Personnel** may include:

- Emergency Management (ICS) Team members
- Nurses and Health Officials
- Counselors, Psychologists, Psychiatrists
- School Resource Officers
- School Security Officials
- [Information] Technology Specialists
- Bus Drivers
- Administrators
- Educators/Faculty
- Coaches and Athletic Staff
- Facilities, Housing, and Food Preparation Staff
- Campus Citizen Emergency Response
- Team (CERT) members
- Resource staff, paraprofessionals, and support personnel

COMMAND STAFF

Command Staff are personnel assigned to lead any key campus emergency management effort; they have a specific role within the ICS.

Command Staff should complete the following four courses, at a minimum:

- **IS-700 NIMS, An Introduction**
- **IS-100 An Introduction to ICS**
- **IS-800.B National Response Framework, An Introduction**
- **IS-200 ICS for Single Resources and Initial Action Incidents**

NOTE: Depending on the school, LEA, or IHE **Command Staff** may include the following personnel:

- Public Information Officer
- Safety Officer
- Liaison Officer
- Any staff that plays a vital role on the operations, planning, logistics, or finance/administration branches of the ICS team for the school, LEA, or IHE.

INCIDENT MANAGERS

Personnel with a leadership role in command (e.g., district, school or IHE Incident Commander, School Police Chief). These individuals are typically obligated to command and manage incidents that occur on the school or IHE campus in the absence of traditional incident response personnel (local Fire Chief, local Police Chief). These personnel also include those school officials, including school police, who would likely be integrated into a more advanced ICS role (e.g., unified command) should it become necessary.

Incident Managers should complete the following two courses:

- **ICS-300 Intermediate ICS for Expanding Incidents**
- **ICS-400 Advanced Incident Command³**

NOTE: Depending on the unique school, LEA, or IHE, **Incident Managers** would likely include the following personnel:

- Director of School/Campus Security
- School/Campus Chief of Police School Security Chief

¹ Completion of course IS/ICS-100.SC Introduction to the Incident Command System for Schools or IS/ICS-100.HE Introduction to Incident Command System for Higher Education constitutes completion of course IS/ICS-100.

² G-402 Incident Command System (ICS) Overview for Executives/Senior Officials does not fulfill mandatory training requirements for key personnel under NIMS. However, ED for the purposes of the REMS and EMHE grant programs, and the Government Performance Results Act (GPRA) performance indicator calculations, has determined that the school or IHE emergency management team may use its discretion to recommend this course to executive personnel in place of IS-100. Grantees may include this course in their determination of average number of courses completed by key personnel.

³ ICS-300 and ICS-400 are not available online and must be taken in-classroom through State, Tribal, and local emergency management training programs.