

Response

Emergency Management for Schools

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Overview of Session

- Identify key messages
- Review the emergency management continuum
- Define the Response phase
- Discuss key components of Response
- Practice a tabletop exercise
- Discuss Response planning
- Discuss Response actions
- Questions?



Key Messages

- Effective Response involves pre-planning with community partners
- Pro-active efforts in the Prevention-Mitigation and Preparedness phases will impact the quality of response
- Responses to emergencies will vary depending upon the severity and intensity of the event
- Responses to emergencies involve informed decision-making and clear identification of lines of decision-making authority
- There are three key response actions: evacuation, lock-down, and shelter-in-place
- After-action briefings and reports are an integral part of the emergency management continuum



Phases of Emergency Management



What is the Response Phase?

- Response is taking action to effectively contain and resolve an emergency
- The Response phase is when emergency management plans are operationalized. Steps taken during this phase include:
 - Activating the plan
 - Deploying resources
 - Activating communication plans
 - Working with community partners/first responders
 - Accounting for students and staff
 - Making informed decisions
 - Accelerating the Recovery phase

GOAL: Implement the emergency management plan



Response: Key Components

- Unified Command/Incident Command
- Communication:
 - Media messages
 - Interoperability of equipment
- Planning for individuals with special needs
- Decision-making
- Flexible and adaptable to change
- Incident documentation and after action briefing



Response Planning

- Use data from school crimes, discipline referrals, school and community crime, vulnerability, threat, and security assessments, and lessons learned from drills and other incidents
- Use community resources to avoid developing policies and procedures in a vacuum
- Reinforce comprehensive and detailed procedures for actions needed to effectively contain and resolve each hazard identified in the Prevention-Mitigation phase



Response Planning

- A coordinated, all-hazard, system-wide approach with various levels of activation, depending on the severity or intensity of event, that includes:
 - Collaboration and formal agreements with first responders
 - A plan for each school that has a clear connection with the district's central emergency management plan
 - Procedures for activating a multi-level response



Response Actions

- During an emergency, there are three primary responses:
 - Evacuation
 - Lock-down
 - Shelter-in-place
- Each response type should be viewed along a continuum



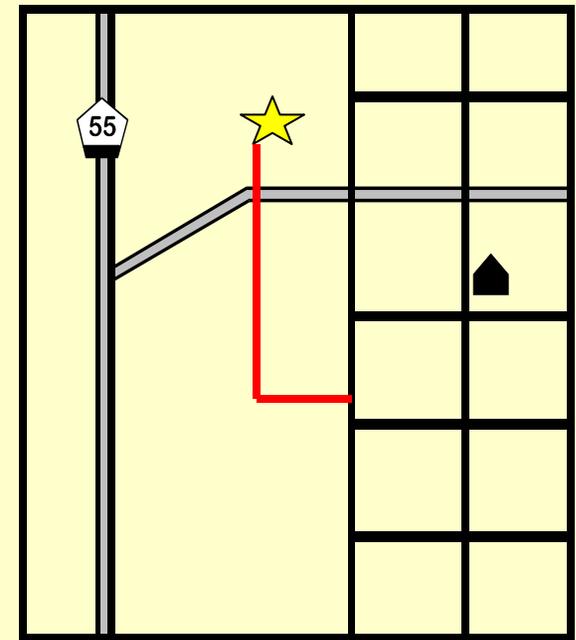
Response Continuum



Response Actions: Evacuation

Evacuation: Use when locations outside the school are safer than inside the school:

- Have more than one evacuation route that does not interfere with public safety vehicles and/or fire hydrants
- Provide every teacher and staff member a readily available emergency "go-kit"
- Provide administrators an office "go-kit" that includes a staff and student class roster, daily visitors log, student check-in/out log, school floor plans, keys, and important phone numbers
- Ensure that someone (e.g., nurse, secretary) has emergency medical supplies, emergency medical forms, medications, and medication log
- Determine how teachers will account for students



EVACUATION PLAN FOR INDIVIDUALS NEEDING ASSISTANCE

SCHOOL NAME: _____

DATE: _____

POST THIS LIST AT THE FIRE ALARM PANEL AND IN THE OFFICE, IF THESE ARE SEPARATE LOCATIONS. List all individuals needing evacuation assistance, including those temporarily disabled by injury. Include students, staff, volunteers and visitors. List the daily schedule of these individuals. List the names of buddies, if any, assigned to provide assistance. List Evacuation Staging Area supervisors and their assigned areas. **UPDATE THIS LIST DAILY AND NOTE ABSENCES.**

NAME OF INDIVIDUAL NEEDING RESCUE ASSISTANCE	PERIOD & TIME	DATE/TIME OF ABSENCE	NAME OF ASSIGNED BUDDY									

FLOOR	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION
1ST FLOOR						
2ND FLOOR						
3RD FLOOR						
4 th FLOOR BASEMENT						

Source: Denver Public Schools

Response Actions: Lock-down

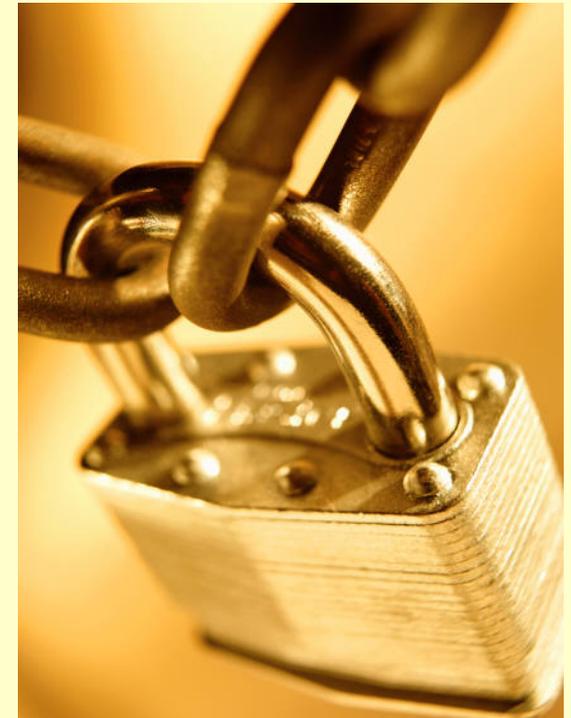
Lock-down: Use when there is an immediate threat of violence in, or immediately around, the school

- Lock all exterior doors, provided it is safe to do so
- Ensure public safety officials can enter the building
- Follow district predetermined policy about closing blinds and turning off lights
- Move all staff and students to an area not visible from windows or doors



Response Actions: Lock-down

- Special lock-down considerations:
 - Class transition times
 - Lunch periods
 - Outdoors activities (physical education classes, etc.)
 - Messages to students and staff (plain language vs. codes, use of placards)
 - Blinds open/blinds closed, lights on/lights off
 - Messages to parents



Response Actions: Lock-down

Sample Parent Notification for Lockdowns:

All school personnel have been trained in lockdown procedures. They will be doing their best to ensure that all students are being held in a safe location on campus. Our goal is safe care, custody, and accountability of children.

In a lockdown, we will not be able to answer incoming phone calls or make outside calls. Within minutes we will be assisted by police, who will secure the neighboring streets and the building perimeter. No one, including parents, will be allowed near the school during a lockdown.

Students will be kept inside locked classrooms. No one will be allowed to leave the classrooms/secure areas on campus until the lockdown is lifted. All students and faculty /staff will remain in the lockdown mode until the police department lifts the lockdown.

When the lockdown is lifted, parents may come to school to pick up their children.



THIS SCHOOL IS UNDER LOCKDOWN

NO PERSON MAY ENTER OR LEAVE.

**PLEASE MOVE AWAY FROM THIS SCHOOL
BUILDING. PLEASE CONTACT:**

Put Phone Number Here

FOR FURTHER INFORMATION

Source: Denver Public Schools

Response Actions: Shelter-in-Place

- *Shelter-in-place*: Use when students and staff must remain indoors during a period of time for events such as chemical, biological, and radiological incidents or terrorist attack:
 - Close all windows and turn off all heating and air conditioning systems to keep dangerous air out of school
 - Create a schedule for learning, recreational activities, eating, and sleeping
 - Ensure that the necessary supplies are available for students and staff throughout the shelter-in-place period



Response Actions: Decision-Making

- Incident commanders need to make informed decisions
- Develop protocols in advance to help with making decisions in an emergency
- Level and type of response should be commensurate with the incident



Decision to Evacuate or Lockdown/Shelter-In-Place

Is the school building safe?

NO

Evacuate

- Call 911 if appropriate
- Call Safety & Security
- Make announcement
- Sweep building
- Assist disabled students
- Take Emergency Response Backpack
- Take attendance

Are school grounds safe?

NO

Go to Designated Off-Site Location

- See school's Emergency Management Plan
- Request transportation
- Can you use school buses as shelter?

YES

Go to Outside Assembly Areas

- Account for students
- Relay this information to the Site Administrator

Reassess the Situation

YES

Lockdown

- Call 911 if appropriate
- Call Safety & Security
- Make announcement
- Bring everyone inside
- Lock all doors
- Put sign in window
- No one enters or leaves

Is the danger outside the building?

YES

Modified Lockdown

- Exterior doors locked
- No one enters or leaves
- Children may move within the building

YES

Is a tornado sighted?

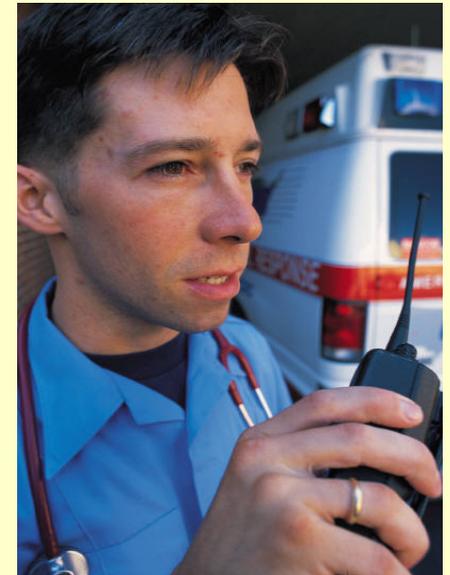
YES

Shelter-In-Place

- Go to internal safe areas in school
- Take protective kneeling position
- Crouch, head between knees, clasp hands on back of head

Emergency Management Plan: Response Components

- Communication plan
 - Designate roles and responsibilities for communicating with:
 - Staff
 - Teachers
 - Students
 - Media
 - School administrators
 - First responders
 - Designate roles at each level: district, school, community



Emergency Management Plan: Response Components

- Designate locations of on- and off-site command posts, media staging areas, and parent reunification sites:
 - Develop a process or means for identifying persons authorized to enter each area (e.g., badges, t-shirts, hats)
 - Designate a person to be the site commander at each staging area



After-Action Briefings and Reports

- Critical for capturing key lessons learned and recommendations for improvements
- Help identify “what worked” and gaps and weaknesses in emergency management plans and responses:
 - Conduct briefings at two levels:
 - Internal—district level
 - External—community level
 - Briefings should take place shortly after an emergency response situation
 - Participants should include school staff, first responders, and other key stakeholders



After-Action Report Components

- Exercise overview
- Exercise goals and objectives
- Analysis of outcomes
- Analysis of capacity to perform critical tasks
- Summary
- Recommendations
- Specific improvements for each partner



Response: Next Steps



Summary

- Effective response involves pre-planning with community partners
- Pro-active efforts in the Prevention-Mitigation and Preparedness phases will impact the quality of response
- Responses to emergencies will vary depending upon the severity and intensity of the event
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- During a response, there are three key response actions: evacuation, lock-down, and shelter-in-place
- After-action briefings and reports are an integral part of the emergency management continuum

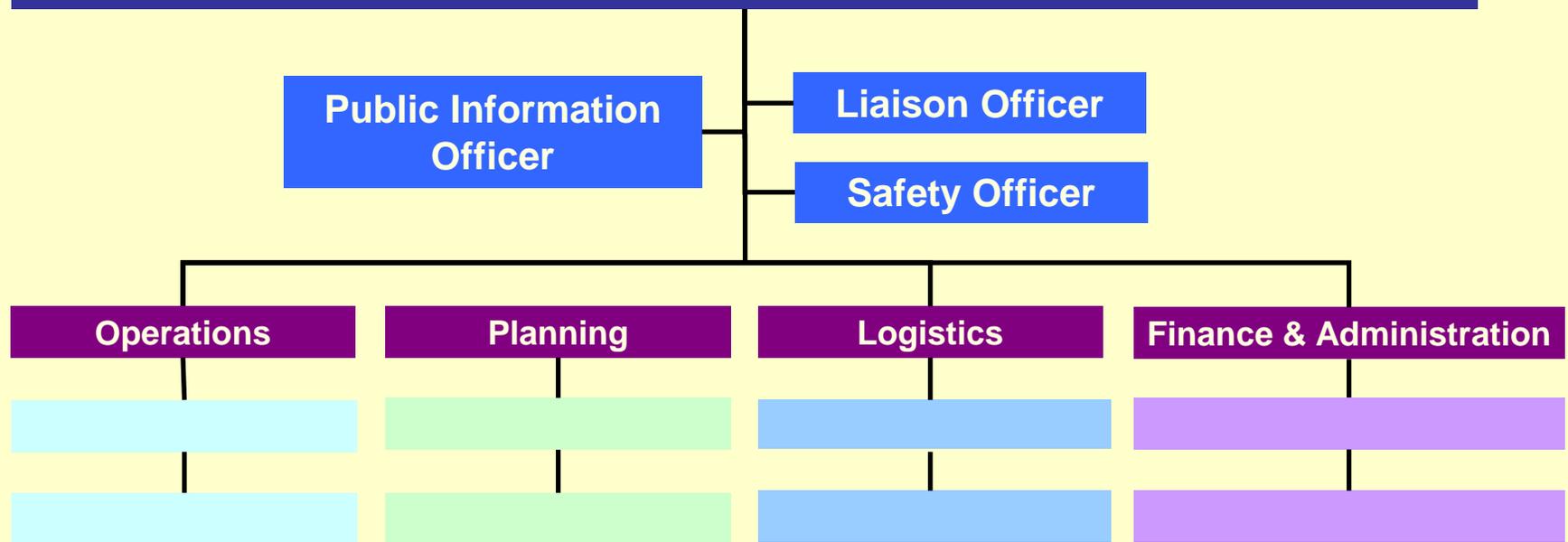


Tabletop Activity



Tabletop Activity ICS

Incident Commander and Incident Command Team



Written Exercise Tabletop Objectives

- To test the school's ability to respond to, and mitigate, an emergency by activating the school emergency management plan utilizing the Incident Command System (ICS) under the structure of a working emergency management team
- To develop appropriate strategies and responses in mitigating and resolving the emergency
- To test the readiness, capabilities, and effectiveness of the school/school system emergency management plan and emergency management team
- To build a level of cohesiveness of the emergency management team in working together to respond to the emergency
- To evaluate the school's response to the emergency



Tabletop Instructions

- Each team is to designate a principal as the incident commander (or an assistant principal if no principal is available)
- The incident commander will be responsible for leading the emergency management team in responding to the emergency by:
 - Making critical assignments (all members of the team should play a role in the scenario response)
 - Developing response strategies
 - Conducting team updates and reporting out
 - Conducting exercise debriefing to assess, evaluate, and discuss lessons-learned
- Team members must maintain a written activity log to record the names of people they would have contacted, requests, actions taken, and the status of those actions



The Scenario Timeline: Part 1

- Facilitator will read the initial scenario
- Your team will be given time to develop and explain a list of steps/actions taken to manage the emergency
- Selected incident commanders will report out to the entire group



The Scenario Timeline: Part 2

- Your team will be given scenario interjects at various intervals
- Your team should continue to work during each interject
- Selected incident commanders will report out to the entire group



Scenario Incident Facts

- Town Middle School is a suburban middle school with 719 students and 79 staff members
- Town Middle School is a one and one-half level building with 116,300 square feet
- School starts at 7:50 a.m. and dismisses at 2:40 p.m.
- All students ride the school system-owned and operated school buses unless parents drop them off



Scenario Incident Facts (continued)

- Town Middle School has an on-site emergency management team
- School buses initially pick up high school students followed by middle school students and then elementary school students:
 - High school begins at 7:10 a.m., middle school at 7:50 a.m., and elementary school at 8:20 a.m.
 - City High School is the feeder high school to Town Middle School and is located three miles from Town Middle School
 - The school system is a comprehensive district that provides direct support services to all schools as opposed to contracting out for services
 - All schools report to the Office of School Performance located at central office for school related issues or needs, and each school has an assigned community superintendent for these purposes



Scenario Incident

Today, at approximately 8:00 a.m., a school system employee from the food service division was making a delivery of food supplies to Town Middle School. As the driver was backing the delivery vehicle up to the cafeteria loading dock, he unknowingly struck an exposed valve to a 1,000 gallon propane tank that is buried beneath the ground. The propane tank supplies propane to all of the school's science labs and was filled to capacity. As a result of the valve being struck, the cap was severed and propane immediately began to leak from the tank. The propane tank is located next to the cafeteria near the school's air intake system. The fumes from the leak immediately began to penetrate the school building through the cafeteria as the doors were open in anticipation of the delivery. The fumes also were being emitted via the air intake system.



Scenario Incident (continued)

The cafeteria manager immediately notified the school principal of the incident. After realizing what happened, the driver pulled the delivery vehicle a few feet forward from the severed valve, left the vehicle ignition running, and entered the school to report the incident to his supervisor. A physical education class with 30 students and one teacher has just started outside in the athletic field area behind the cafeteria. At the time of the incident, there are approximately 15 students and one teacher who are in the cafeteria discussing an upcoming extracurricular event. At the time of the incident, the outside temperature is approximately 25 degrees with clear skies and moderate winds blowing approximately 10-15 miles per hour in the direction of the cafeteria.



Group Table Work

- Select the school incident commander
- Work as a team to identify incident response strategies, assignments made, what steps, decisions, and actions would you take to respond to the incident and why?
- Identify what assistance you may need from the Office of School Performance
- Be prepared to report out to the at-large group



Interject #1

At approximately 8:20 a.m. the Office of School Performance (OSP) contacts the principal and advises that the community superintendent and representatives from the Department of School Safety and Security (DSSS) are en route to provide assistance. The DSSS also notified the school principal of the properties of propane which include gases that are extremely flammable and easily ignited by heat, sparks, or flames. Vapors from liquefied gases are initially heavier than air and spread along the ground. Vapors may cause dizziness or asphyxiation without warning. Some vapors may be irritating if inhaled at high concentrations. The Office of the Superintendent and OSP are starting to get calls from parents about the incident. Several local media outlets also are making inquiries about the incident.



Group Work

Continue to respond as a team to the emergency/crisis based on the existing and new conditions.

Selected teams will give a brief report to the entire group.



Interject #2

At approximately 8:40 a.m., the Department of School Safety and Security was notified by a firefighter supervisor on the scene that there was a significant presence of fire and rescue personnel to include a HazMat unit and several police officers at the school. The supervisor also advised that the responders are having difficulty securing the propane leak, and there are two media helicopters hovering over the area. This information was relayed to the school principal via cell phone.



Group Work

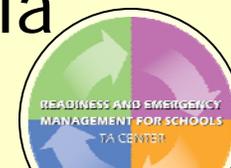
Continue to respond as a team to the emergency/crisis based on the existing and new conditions.

Selected teams will give a brief report to the entire group.



Interject #3

At approximately 9:00 a.m., the Department of School Safety and Security was again notified by a firefighter supervisor on the scene that an incident perimeter was established and the incident will take several hours to resolve. School system maintenance staff and staff from the propane refueling company are at the school providing assistance in an effort to properly secure the propane tank leak. It is estimated that it will be at least one and one-half hours before the leak may be contained. This information was conveyed to the principal via cell phone.



Group Work

Continue to respond as a team to the emergency/crisis based on the existing and new conditions.

Selected teams will give a brief report to the entire group.



Scenario Response

- Assess the situation—analyze safety risks
- Ensure 911/Fire and Rescue communications notified with all known information
- Make an immediate decision to evacuate the building based on threat of explosion and health risks
- Make the evacuation notice to students and staff:
 - Made via PA system to evacuate?
 - Made by pulling fire alarm?
 - Evacuate to multi-hazard site at least 300 feet from school in an upwind location
 - Ensure outside PE class notified of the incident and evacuated to safe area



Scenario Response (continued)

- Student and staff accountability:
 - Outside communication (two-way radios, etc.)
 - Verify student/staff presence and report any discrepancies
- Notify Office of School Performance (central office) of incident and initial response
- Establish an outside incident command post
- Ask emergency management team members and other available staff to gather at the command post
- Communicate with the SRO phone/radio



Scenario Response (continued)

- Key emergency management team assignments:
 - Designate a tracking coordinator
 - Bring the emergency kit/additional two-way radios
 - Assist with special needs students/staff
 - Identify students/staff exposed to propane fumes and assess medical concerns. Health concerns must be addressed immediately and comprehensively
 - Identify media liaison/media staging area
 - Establish and staff parent/child relocation area at school



Scenario Response (continued)

- Incident commander/principal must recognize they will be operating under unified command:
 - Identify school public safety liaison assigned to unified command post
 - Coordinate any media statements/releases
- Critical decisions by incident commander/principal:
 - Remember critical roles should be delegated during your response
 - Keep students and staff informed of response with updates
 - Evacuate to off-site location-City High School
 - Request OSP assistance in obtaining school bus transportation



Scenario Response (continued)

- Coordinate evacuation with City High School administration:
 - Student/staff accountability
 - Continue to monitor medical/mental health needs
 - Reconvene the emergency management team
- Notify parents of incident/evacuation with updates
- Keep OSP updated and coordinate school system assistance
- Coordinate parent/child reunification with City High School staff
- Discuss school closing with community superintendent



Scenario Response (continued)

- Continue to notify parents, and non-school based staff of any changes in the status of the emergency
- Continue to update and maintain accurate records
- Ensure that all health hazards and maintenance concerns are addressed prior to reentering the middle school
- Obtain clearance from public safety officials to return and reenter the school
- Ensure parent notification letter sent home
- Coordinate and conduct comprehensive incident debriefing
- Ensure after-action report is completed



THANK YOU!!!

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