



*What School Districts Need To Know
Is Your District NIMS Compliant?*



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Introduction

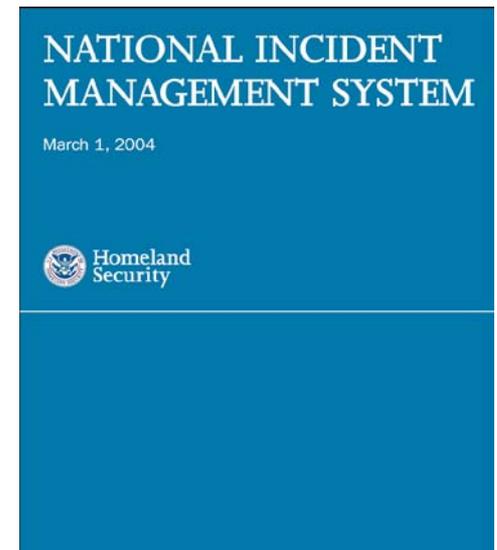
Background & Qualifications

Major Ian A. Moffett



What is the National Incident Management System (NIMS)?

- ▶ A comprehensive, national approach to incident management
- ▶ Applicable at all jurisdictional levels and across all disciplines.



Phases of Emergency Management



What is the Prevention & Mitigation Phase?

- ▶ *Prevention* is the action(s) schools and districts take to decrease the likelihood that an event or crisis will occur
- ▶ *Mitigation* is the action(s) schools and districts take to eliminate or reduce the loss of life and property damage related to an event(s) that cannot be prevented

GOAL: Assess and address the safety and integrity of facilities, security and culture and climate of schools to ensure a safe and healthy learning environment

Prevention Examples

- ▶ Communication procedures for staff, parents, students and the media
- ▶ Current efforts being implemented by the school:
 - Wellness activities (mental health services, alcohol prevention, etc.)
 - Bullying prevention programs
 - Safety procedures such as hazardous weather drills
- ▶ Established and current policies that are related, but not limited, to: Food preparation, Mail handling, Building access, Student accounting
- ▶ Assessments related to threat, physical, infrastructure and culture and climate

Mitigation Examples

- ▶ Bolting bookshelves to the wall
 - ▶ Fencing hazardous areas
 - ▶ Anchoring outdoor equipment that could become a flying projectile
 - ▶ Applying Crime Prevention Through Environmental Design (CPTED) principles to school grounds and structures
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What is Crime Prevention Through Environmental Design (CPTED)?

- ▶ The three principles of the CPTED program are:
 - *Natural surveillance* – the ability to easily see what is occurring in a particular setting
 - *Natural access control* – the ability to restrict who enters or exits an environment
 - *Territoriality-maintenance* – the ability to demonstrate ownership of and respect for property
- ▶ More information on CPTED is available at <http://www.edfacilities.org/rl/cpted.cfm#10905>

▶ Crime Prevention Through Environmental Design (CPTED)

Definitions: CPTED refers to Crime Prevention through Environmental Design– proper design and effective use of built environment can lead to a reduction in the incidence and fear of crime.

CPTED strategies

1. Natural Surveillance
 - a. Reduces opportunity for a crime to occur
 - b. Increases the risk of being seen or identified
2. Natural Access control
 - a. Establish measures that can be taken to deny access to a potential crime target
 - b. Reduces the mobility for a crime to be carried out
3. Territorial reinforcement
 - a. Discourages potential offenders by the presence of others
 - b. Increases perception of citizen accessibility and ownership
4. Maintenance
5. Crime prevention from the three “D’s”
 - a. Designation
 - b. Definition
 - c. Design

Partner Collaboration Considerations

- ▶ Invite community partners to be part of the planning process
 - ▶ Work closely with emergency managers as mitigation of community hazards may be beyond the control of school officials
 - ▶ Involve regional, local and school-based leaders
 - ▶ Generate broad based support in the Prevention & Mitigation phase, this helps create “buy-in” for the entire emergency management process
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Coordinating NIMS Plans with Local Government

- ▶ School districts are an integral part of local government, their use of NIMS should be achieved in close coordination with other components of the local government.
- ▶ School districts are not traditional response organizations and more typically are recipients of first responder services provided by fire and rescue, emergency medical and law enforcement agencies. This traditional relationship should be acknowledged in achieving NIMS compliance within an integrated local government plan for NIMS compliance.
- ▶ School district participation in local government's NIMS preparedness program is essential to ensure that first responder services are delivered to schools in a timely and effective manner.

NIMS Compliance for Schools

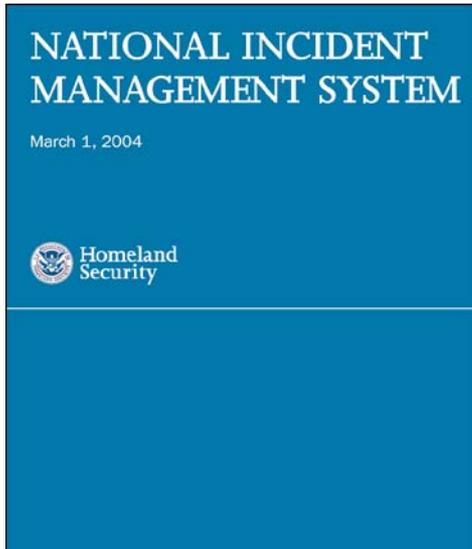
- ▶ Conduct training
- ▶ Adopt principles and policies
- ▶ Establish baseline for compliance
- ▶ Incorporate Incident Command System (ICS) into plans
- ▶ Formalize information systems
- ▶ Incorporate corrective actions and lessons learned



The Six Components of NIMS

1. Command and Management
2. Preparedness
3. Resource Management
4. Communications and Information Management
5. Supporting Technologies
6. Ongoing Management and Maintenance

NIMS Component #1



Command and Management

Preparedness

Resource Management

Communications and Information Management

Supporting Technologies

Ongoing Management and Maintenance

Incident Command System

Multi-agency Coordination Systems

Public Information Systems

THE INCIDENT COMMAND SYSTEM (ICS)



- A tool for:
 - Command
 - Control
 - Coordination

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ICS MODEL FOR EFFECTIVE INCIDENT MANAGEMENT



Addressed recurring problems:

- Nonstandard terminology among responding agencies
- Lack of capability to expand and contract as needed
- Nonstandard and nonintegrated communications
- Lack of consolidated action plans
- Lack of designated facilities

INCIDENT COMMAND SYSTEM



- Required by federal law for response to HazMat incidents
- Endorsed by American Public Works Association and International Chiefs of Police
- Adopted standard by National Fire Academy for Incident Responses
- Included in the National Fire Association's "Recommended Practice For Disaster Management"
- Part of the National Interagency Incident Management System (NIIMS)

Incident Commander

▶ Primary Responsibilities

- Performing command activities, such as establishing command and establishing the ICP
- Protecting life and property
- Controlling personnel and equipment resources
- Maintaining accountability for emergency responder and public safety, as well as for task accomplishment
- Establishing and maintaining an effective liaison with outside agencies and organizations, including the EOC, when it is activated

Incident Management

- ▶ Two options in managing disasters
 1. Ignore the need to predetermine a command structure, and, as a consequence, be forced to create an ad hoc command structure on site during an incident. This has been the traditional approach to incident management.
 2. Addressing an incident based on coordination and communication concerns between response disciplines prior to the incident. This requires that the community work to integrate these agency-specific command structures and support agencies into a cohesive command structure before an incident occurs

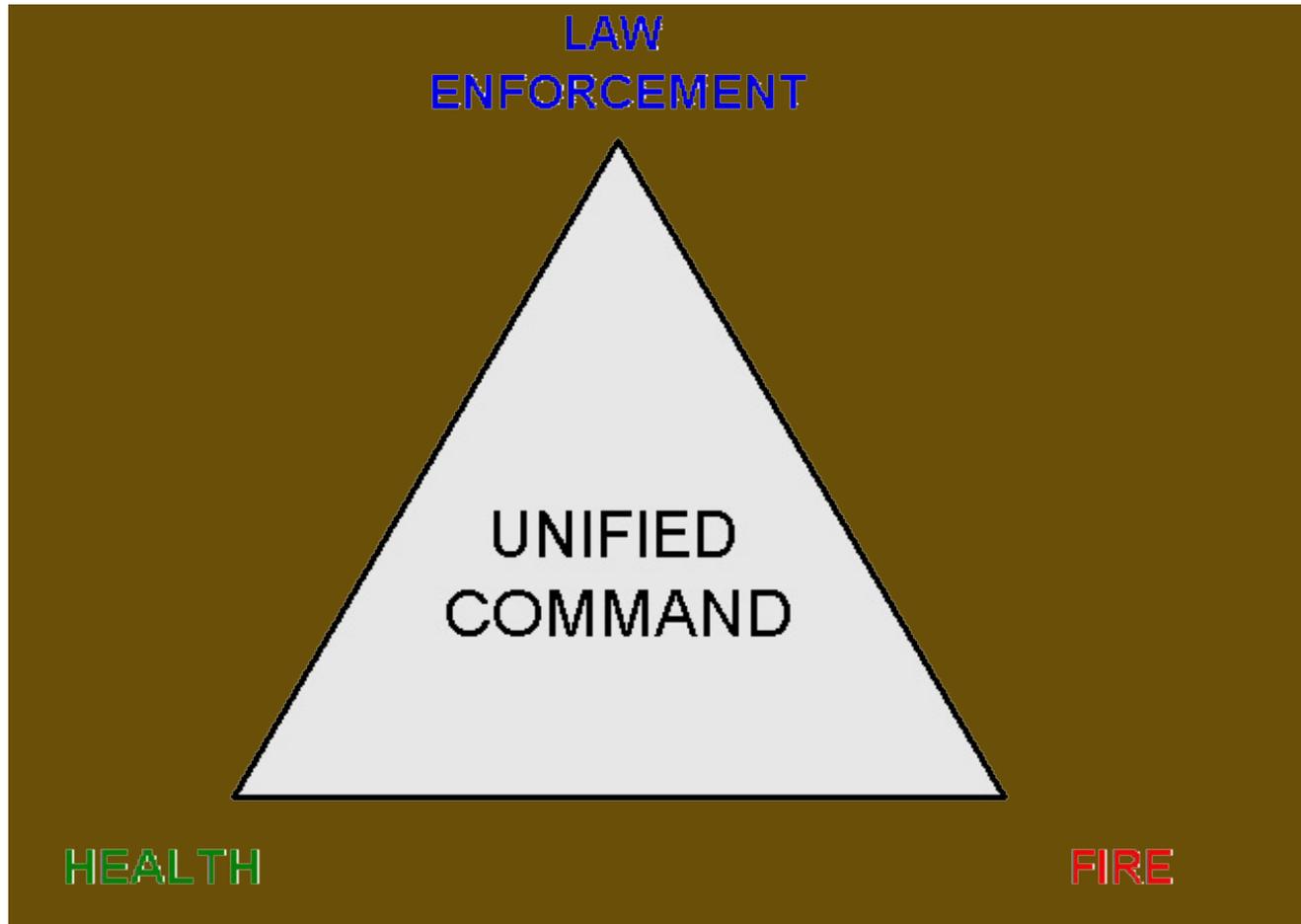
Separate Command Structure

- ▶ When a major incident or disaster occurs, each of the emergency services disciplines arriving on site will begin to establish its own command structure to direct and control their own resources. The degree of interagency communication and coordination that occurs after the first response is largely determined by the past experiences and the traditions of the responding agencies. Maintaining separate command or management structures can hamper communication or coordination between agencies.

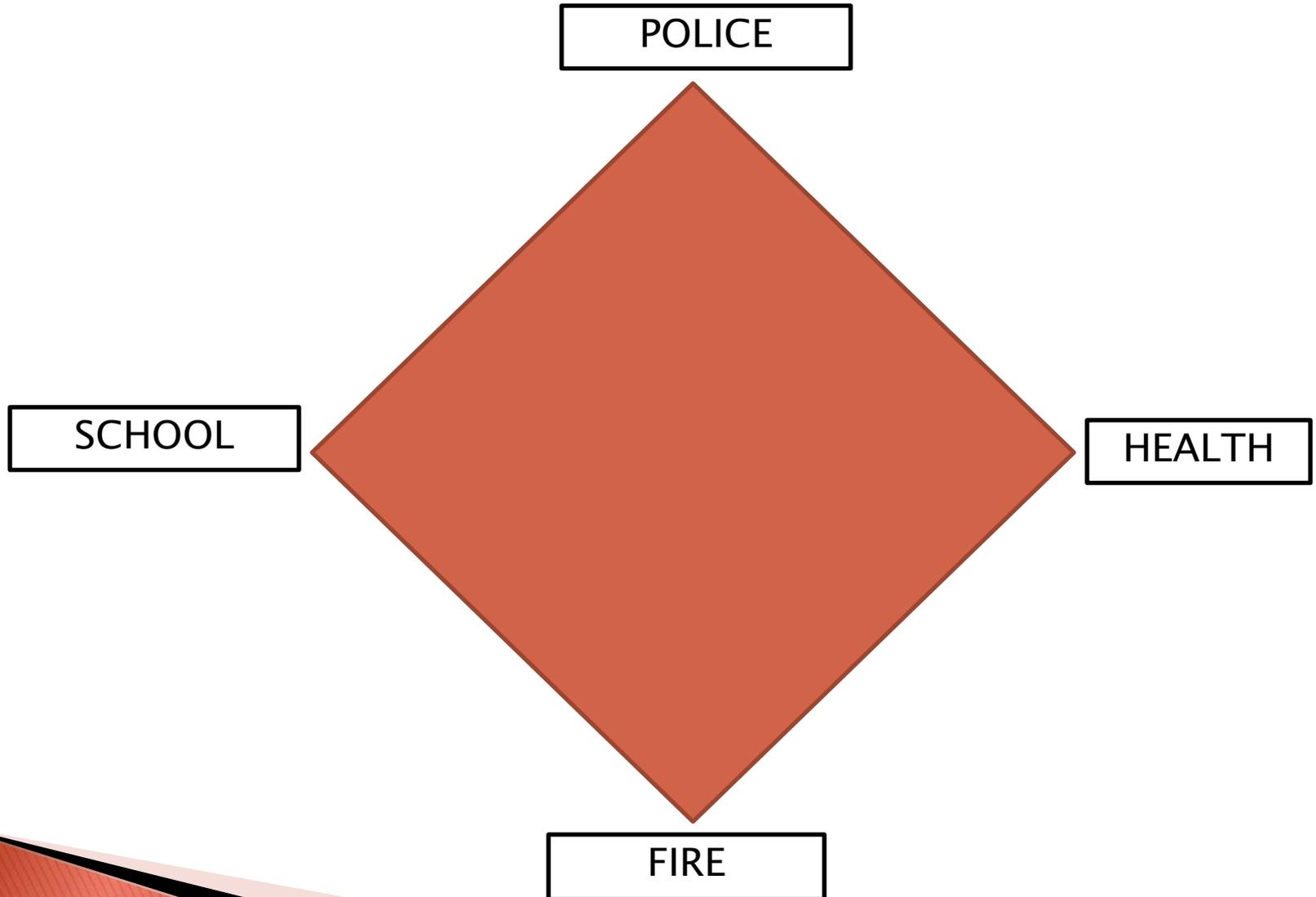
Unified Command Structure

- ▶ All agencies who have a jurisdictional responsibility in a multi jurisdictional incident contribute to the process of incident management and response

Traditional Unified Command



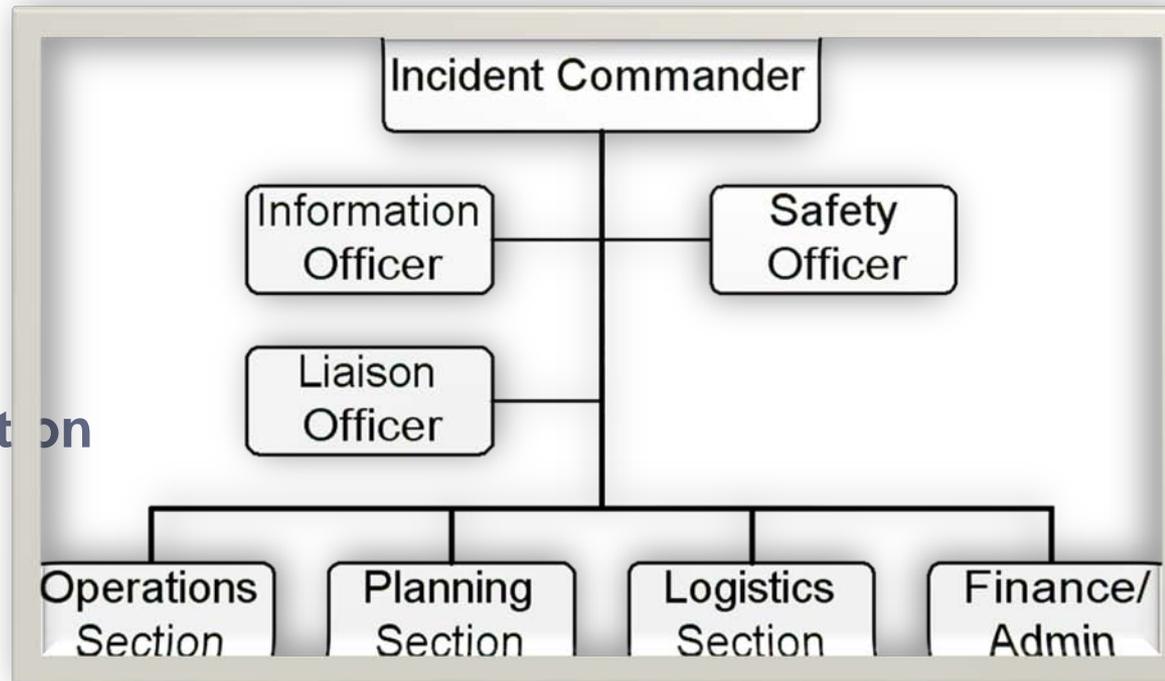
School District Unified Command System



ICS Organization

Five Major Components

- Command
- Operations
- Planning
- Logistics
- Finance/Administration



Managed by the Incident Commander

Command Function

- ▶ **Information Officer**– obtains a briefing from the incident commander and provides information to the press and media about the incident
- ▶ **Safety Officer**– seeing that safety procedures and safe practices are observed by assigned personnel; identifying unsafe or hazardous conditions which may exist or may develop; formulating measures to protect the safety of personnel; and taking immediate action to stop or prevent unsafe acts when time or conditions do not permit him or her from going through the regular line of authority
- ▶ **Liaison Officer**– Contact point for coordination and communication between the various agencies involved in the operation

Operations Function

- ▶ Directs all incident tactical resources to accomplish the strategic objectives developed by command. Assures that the resources committed to the incident are used effectively to carry out overall incident objectives

Planning Function

- ▶ Responsible for the collection and evaluation of information important to the on going and future operations in the critical incident. The information developed leads to the development of oral or written actions plans

Consolidated Action Plans

- ▶ Small incidents of short duration, the plan can be verbal and need not be written
 - ▶ Written Action Plans– resources from multiple agencies are being used, several jurisdiction are involved, incident require changes in shifts of personnel and or equipment
 - ▶ Objectives and strategies are developed
 - ▶ Action Plan should cover all tactical and support activities required for the operational period
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Manageable Span of Control

- ▶ In general, within the ICS, the span of control of any individual with emergency management responsibility should range from three to seven with a span of control of five being established as a general rule of thumb.

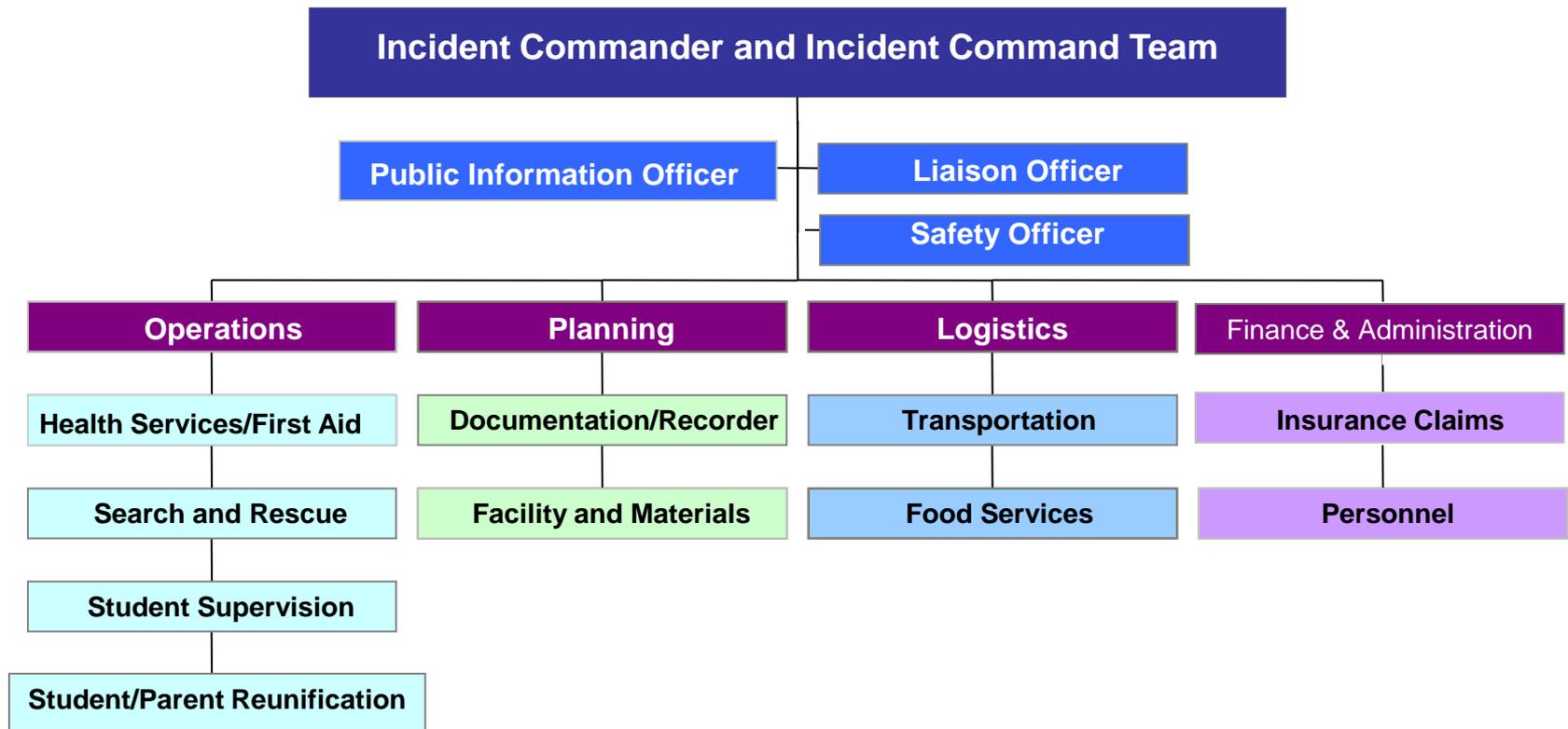
Logistics Function

- ▶ Provides the services and supplies needed to support incident tactical operations. Examples of this functions activities range form locating and placing fuel for equipment to arranging for the feeding of assigned personnel. This function maintains records on equipment, supplies, and all expendable items such as the fuel used during the incident.

Finance Function

- ▶ Maintains records regarding expenditures associated with the incident. With the commitment of personnel and equipment from a variety of agencies and jurisdictions to a critical incident, it is this functions responsibility to assist those agencies by collecting information important to their fiscal or budgetary needs

Sample School Based ICS



NIMS Component #2

Command and Management

Preparedness

Resource Management

Communications and Information Management

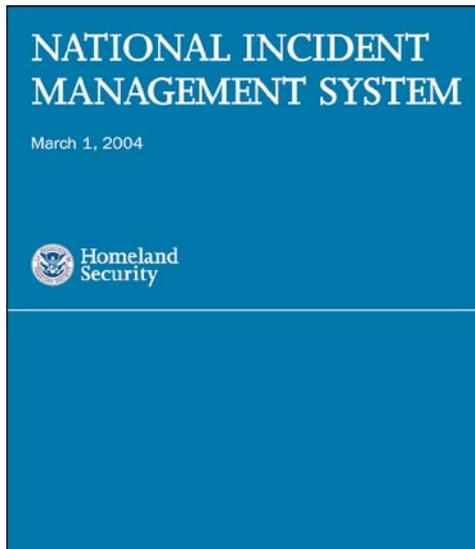
Supporting Technologies

Ongoing Management and Maintenance

Planning

Training

Exercises



What is the Preparedness Phase?

- ▶ The Preparedness phase is designed to prepare the school community for potential emergencies by coordinating with community partners through the development of policies and protocols, incident command systems, training, and exercises
- ▶ The Preparedness phase links to the phases of emergency management
 - Prevention & Mitigation
 - Response
 - Recovery

GOAL: Facilitate a rapid, coordinated, and effective response in the event of an emergency

Preparedness: Key Components

- ▶ Identifying needs and goals
 - ▶ Establishing crisis policies, procedures, and plans
 - ▶ Developing crisis response structure (Incident Command System)
 - ▶ Identifying roles and responsibilities, including lines of authority and emergency priorities
 - ▶ Coordinating communication
 - ▶ Training
 - ▶ Conducting exercises
- 

Emergency Management Plan Development

- ▶ Incorporate data from vulnerability assessment conducted during Prevention & Mitigation phase
 - ▶ Identify gaps and weaknesses in current plans
 - ▶ Incorporate all four phases into emergency plans
 - ▶ Involve community stakeholders (fire, law enforcement, public health, mental health, local government, etc.)
 - ▶ Coordinate emergency plans with state and local plans
- 

Emergency Management Plan Development

- ▶ Elements to be addressed in an emergency management plan
 - Crisis response policies and procedures
 - Command and control
 - Communication plans
 - Parent reunification plans
 - Emergency equipment (i.e., "Go-Kits", first aid supplies)

Emergency Management Plan Development

- ▶ Plans should address multiple hazards
- ▶ Plans need to include emergency procedures
 - Lockdown: Use when there is an immediate threat of violence in, or immediately around, the school
 - Evacuation: Use when locations outside of the school are safer than inside the school
 - Shelter-in-place: Use when students and staff must remain indoors for a period of time for such events such as chemical, biological, and radiological incidents or terrorist attack
- ▶ Emergency procedures need to incorporate procedures for individuals with special needs
- ▶ Identify and acquire emergency supplies or "Go-Kits"

Sample Go Kit List: Administration

- ▶ Clipboard with lists of:
 - Students
 - Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
 - School personnel
 - School emergency procedures
 - Incident Commander checklist
- ▶ Whistle and hat for leadership identification
- ▶ Flashlight (shake model)
- ▶ Utility turnoff procedures
- ▶ Emergency communication device
- ▶ First aid kit with instructions



Sample Go-Kit List: Classroom

- ▶ Clipboard with lists of:
 - Classroom students
 - Students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
 - School emergency procedures
 - "Buddy Teachers"
- ▶ Whistle and hat for teacher identification
- ▶ First aid kit with instructions
- ▶ Student activities (such as playing cards, checkers, inflatable ball)



Command and Coordination

- ▶ Pre-incident planning with community partners
 - Develop memorandum of understanding (MOUs) or mutual aid agreements with community partners
 - Coordinate with state and local emergency management agencies
 - Share information with first responders
 - School District/School Incident Command System (ICS) Teams and key contacts
 - School District/School emergency management plans and procedures
 - Building floor plans
 - Evacuation locations and routes
 - Information about community hazards

Required NIMS Training for Recipients of Emergency Preparedness Funding

| | | |
|---------------|---|---|
| IS 100 | Introduction to Incident Command System | Non-supervisory persons involved with emergency efforts |
| IS 200 | ICS for Single Resources and Initial Action Incidents | Supervisory persons involved with emergency efforts |
| IS 700 | National Incident Management System (NIMS), An Introduction | Supervisory persons involved with emergency efforts |
| IS 800 | A National Response Plan (NRP), An Introduction | Section Chiefs |

I-300: Intermediate ICS

I-400: Advanced Incident

Command (Recommended)

Command and Management: Multi-Agency Coordination

- Develop and maintain connectivity to emergency command centers (i.e., 911 Centers, emergency operation center, etc.)



Command and Management: Public Information

- Institutionalize a process to coordinate public information
- Ensure that public information processes can gather and verify emergency information

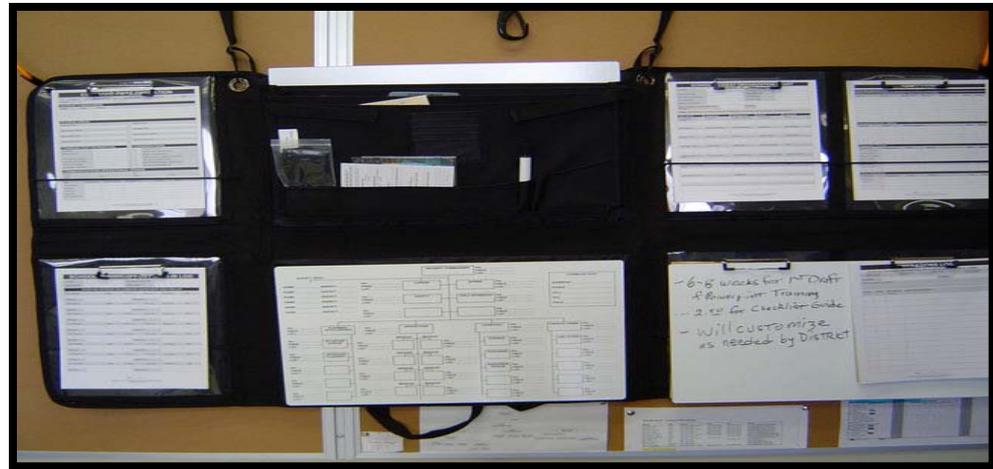


Exercises

- ▶ **Drills** – **Tabletops** – **Functional** – **Full Scale**
- ▶ Partner with first responders on exercise development
- ▶ After Action Reports – "lessons learned"
- ▶ Resources:
 - IS 120 – Orientation to Community Disaster Exercises
 - IS 139 – Exercise Design



Incident Command System Training







Tactical Training



Personal Protective Equipment



NIMS Component #3

Command and
Management

Preparedness

Resource Management

Communications and
Information Management

Supporting Technologies

Ongoing Management and
Maintenance

NATIONAL INCIDENT
MANAGEMENT SYSTEM

March 1, 2004



Comprehensive Resource Management

In order to maintain an up to date an accurate picture of resource utilization, it is necessary that:

1. All resources be assigned a current status condition.
2. All changes in resources locations and status conditions be made promptly
3. Status Condition– Active assignment, Available (ready for assignment), and Out of Service (not ready)

NIMS Component #4

Command and
Management

Preparedness

Resource Management

Communications and
Information Management

Supporting Technologies

Ongoing Management and
Maintenance

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Communications and Information Management

A standardized framework for communications, information management, and information-sharing support at all levels of incident management.

- Organizations must ensure that effective, interoperable communications processes, procedures, and systems exist across all agencies and jurisdictions.
- Information management systems help ensure that information flows efficiently.
- Effective information management ensures that decision making is better informed.

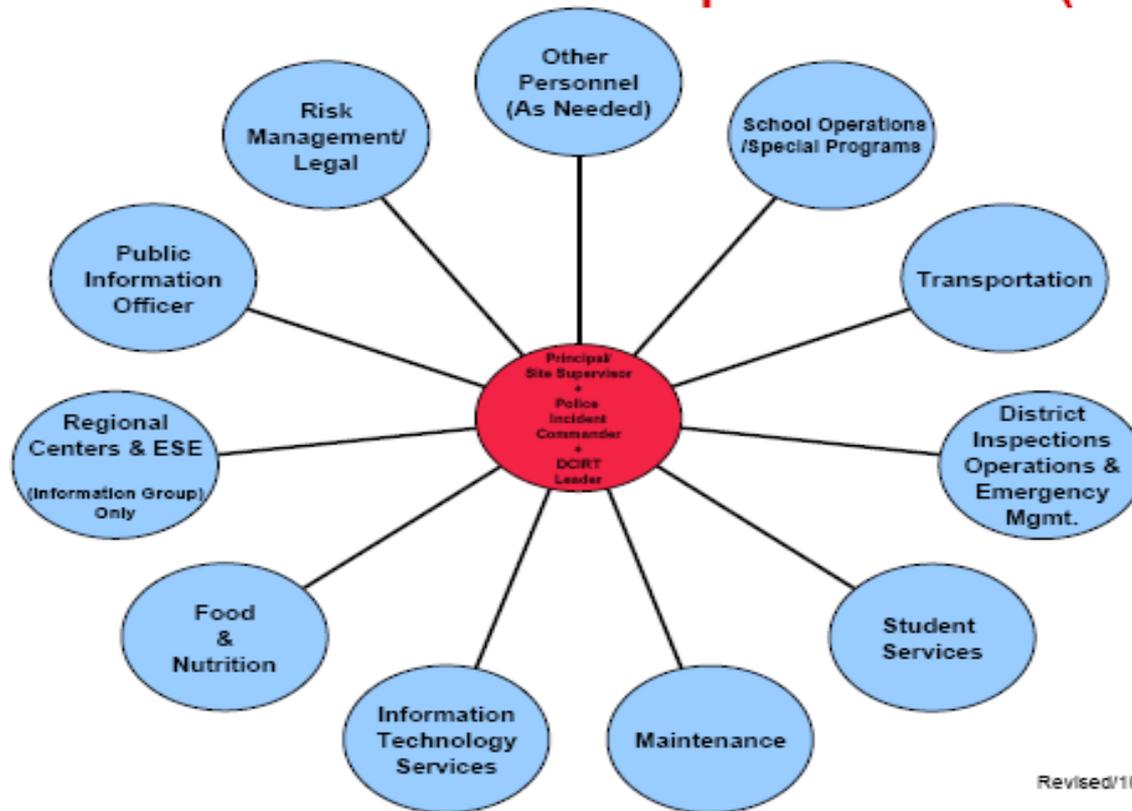
Integrated Communications

- ▶ The sharing of command and operations radio channels between agencies and jurisdictions reduces communications errors

Radio Networks (NETS)– Radio networks for large incidents will normally be organized as follows:

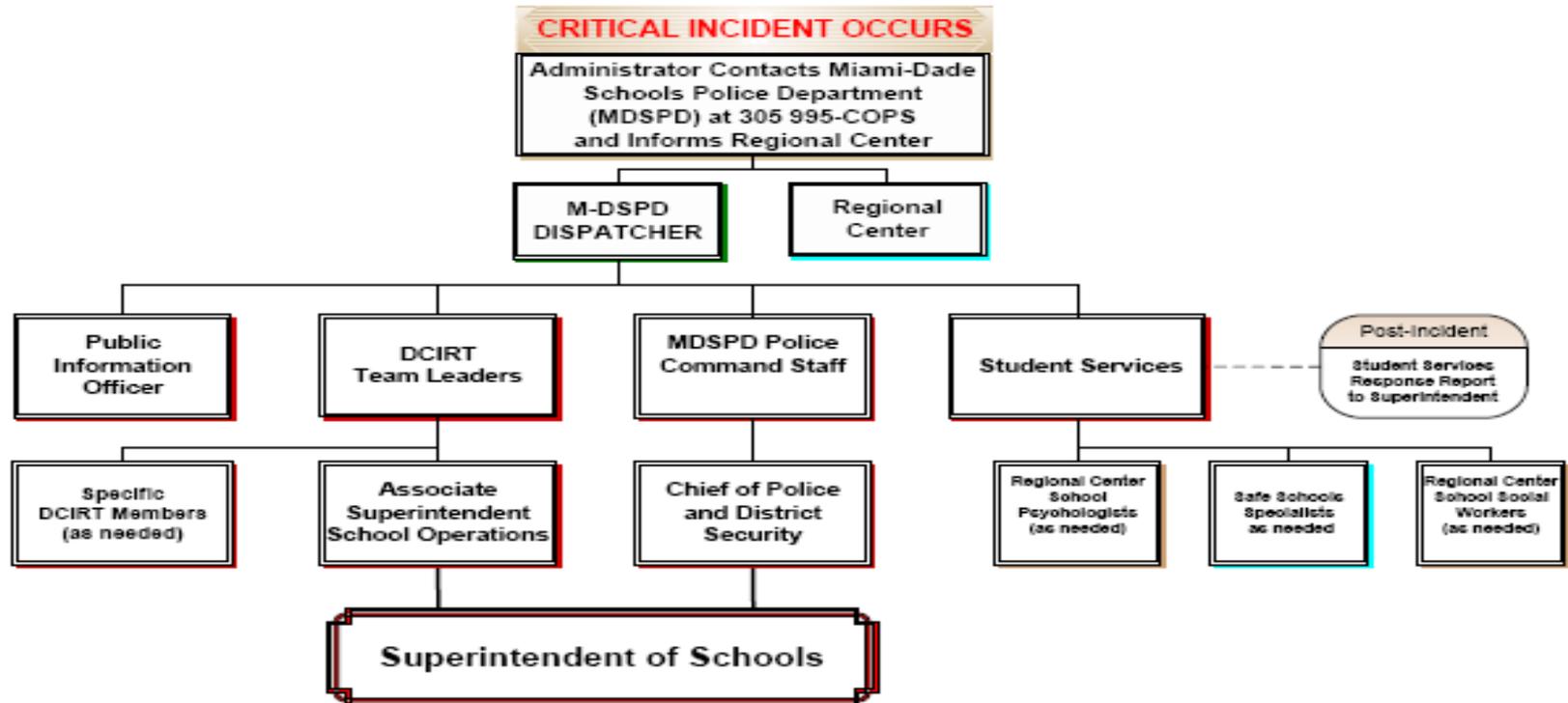
1. **Command Net**– link together incident command, key staff member, section officers, division and group supervisors
2. **Tactical Nets**– established around agencies, departments, geographical areas, or even specific functions
3. **Support Nets**– primarily to handle status–changing for resources as well as for support request and certain other non tactical or command functions

Miami-Dade County Public Schools District Critical Incident Response Team (DCIRT)



Revised/10/18/05/MF/MEZ

MIAMI-DADE COUNTY PUBLIC SCHOOLS CRITICAL INCIDENT COMMUNICATION AND RESPONSE PROTOCOL



NIMS Component #5

Command and
Management

Preparedness

Resource Management

Communications and
Information Management

Supporting Technologies

Ongoing Management and
Maintenance

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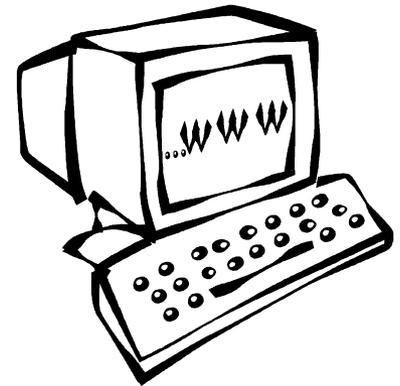
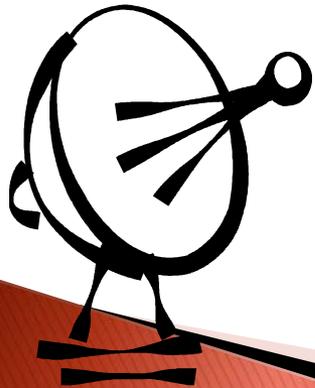


Supporting Technologies

Technology and technological systems provide supporting capabilities essential to implementing and refining NIMS.

Examples include:

- Voice and data communication systems.
- Information management systems, such as recordkeeping and resource tracking.
- Data display systems.



Technology and Planning

- ▶ Vulnerability Assessments
- ▶ School Site Plans
- ▶ Pictures and Floor plans

Online systems for quick access

- ▶ Mobile Command Centers



NIMS Component #6

Command and
Management

Preparedness

Resource Management

Communications and
Information Management

Supporting Technologies

Ongoing Management and
Maintenance

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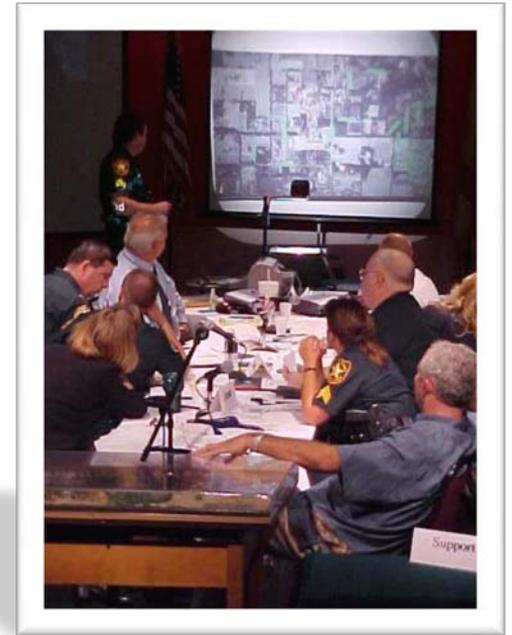


Ongoing Management and Maintenance

DHS established the **NIMS Integration Center** to provide strategic direction and oversight in support of routine review and continual refinement of both the system and its components over the long term.

Ongoing Management and Maintenance

- ▶ School districts should review their compliance status annually and consider:
 - Staff changes (training)
 - Partnership changes (annexation, etc.)
 - Emergency plan updates
 - Equipment upgrades



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 operational. 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: 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

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: **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

Special Weapons And Tactics



Rapid Deployment



Contact Information

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Through the State of The Art Police College*

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