



The Role of NIMS & ICS in School Preparedness

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U.S. Department of Education (ED) Office of Safe and Healthy Students (OSHS)



NIMS and ICS

- National Incident Management System (NIMS) is the United States' single, comprehensive system for managing domestic incidents and is suitable for *all* schools and educational institutions to implement throughout all phases of school emergency management
- The Incident Command System (ICS) is a standardized, on-scene, all-hazards incident management approach that:
 - Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
 - Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
 - Establishes common processes for planning and managing resources.

Who Should Implement NIMS?

Because all schools and Institutions of Higher Education (IHEs) are integral components of every community and its government, it is recommended that all schools and IHEs — regardless of whether or not they are recipients of Federal preparedness funding — support the implementation of NIMS.

Up Next....

- **REMS TA Center**
 - Amy Springmeyer

- **Presenter**
 - Bob Spears



REMS TA Center:

<http://rems.ed.gov>

- Established in 2004 by the U.S. Department of Education's Office of Safe and Healthy Students (OSHS)
- Provides expert, focused assistance on all aspects of emergency management
- **REMS TA Center Services**
 - **On-site training** opportunities
 - *EM-101: An Overview of the Four Phases of Emergency Management for Schools*
 - *Safe School Initiative Threat Assessment*
 - *Adult Sexual Misconduct*
- **Technical Assistance** available via telephone and e-mail
- **Website Resources**
 - Resource Repository of tools and templates from other school districts
 - *School Emergency Management Course Series*
 - Webinars
 - *Lessons Learned and Success Stories* publications



Overview of School Preparedness

- Define the emergency preparedness phase
- Introduce NIMS
- Identify steps to creating an emergency management plan that supports NIMS
- Address elements to include in the emergency management plan
- Introduce ICS

Overview of School Preparedness

School preparedness should:

- Demonstrate the role of NIMS and ICS for school emergencies
- Identify how school ICS will improve coordination with municipal first responders
- Discuss training and exercises
- Practice a tabletop activity

Phases of Emergency Management



Learning Objectives for Preparedness

- Understand the basic elements of the emergency management plan
- Gain awareness of NIMS and ICS principles, terminology, and implementation
- Learn multiple strategies for effective emergency exercises and training
- Engage in an interactive scenario

What is the Preparedness Phase?

The *Preparedness* Phase is designed to strengthen the school community by **ORGANIZING** and **TRAINING** school staff and **COORDINATING** with community partners by:

- Developing emergency policies and protocols that are identified in NIMS
- Adopting the principles of ICS as specified in NIMS
- Conducting and assessing vulnerabilities and response exercises
- Conducting staff training and drills

Goal of the Preparedness Phase

Facilitate a **Rapid, Coordinated, and Effective Response** in the event of an emergency.



NIMS

- After 9/11 it was apparent that the nation's first responders needed a uniform emergency management system that would allow all agencies to work together
- Homeland Security Presidential Directive-5 requires all responding agencies receiving Federal funds for preparedness to follow NIMS and use one common emergency management system – known as ICS
- US Department of Education recommends all schools and IHEs implement NIMS

NIMS and Schools

- NIMS puts forth a core set of comprehensive procedures that allow schools to manage emergencies and coordinate with first responders
- By implementing the NIMS activities for K-12 schools, students, staff, and parents will ultimately receive more efficient and effective response support and services

Developing an Emergency Management Plan that Supports NIMS

Step 1: The district should adopt NIMS as its emergency management framework.

Step 2: Conduct a complete vulnerability assessment (REMS TA Center).

Step 3: Identify gaps and weaknesses found in Fire Dept. and other safety inspections.

Step 4: Start assembling a plan based on the four phases of emergency management.



Developing an Emergency Management Plan that Supports NIMS

Step 5: Staff the plan with people qualified for each ICS role.

Step 6: Conduct trainings and exercises.

Step 7: Revise the plan based on outcomes of trainings and exercises.

Step 8: Disseminate the plan to stakeholders.

Step 9: Establish accountability measures to ensure ongoing refinement of the plan.

Elements to be Addressed in an Emergency Management Plan

- All-hazards emergency procedures
 - *Lockdown*
 - *Shelter-in-place*
 - *Evacuation (of buildings)*
 - *Relocation (from school site)*
- Event Command and Control (ICS)
- Communication plans
- Family reunification plans
- Emergency equipment lists

Elements to be Addressed in an Emergency Management Plan (Cont'd.)

- Procedures for students and staff with disabilities and special needs
- Public health surveillance (pandemic flu)
- Food defense and safety
- Student accountability procedures
- Mental health recovery plans – Crisis Team
- Drill and exercise schedule
- Considerations for anniversaries and memorials
- Annual accountability and plan revisions

Business Continuity Planning For the School and the District

- Continuity of Operations (COOP) Planning
 - Succession planning
 - Record retention and safe-keeping



EMERGENCY MANAGEMENT
LAW ENFORCEMENT
FIRE DEPARTMENTS
EMERGENCY MEDICAL SERVICES



ICS



SCHOOLS

Incident Command System (ICS)

ICS is a **management system** designed to enable effective and efficient domestic incident management.



ICS

- Integrates the management of facilities, equipment, personnel, procedures, and communications with a **common** organizational structure

ICS is an **EMERGENCY MANAGEMENT** tool that is used by responders from the local to the Federal level

ICS: Principles

- Emergencies require certain tasks or **functions** to be performed
- Nature of the incident determines level of activation and response
- Expandable and collapsible
- Clear, pre-determined reporting lines
- One incident commander who should be determined in advance:
 - May vary for different types of incidents
 - May change during incident response

ICS: Common Terminology

- Ability to communicate in a crisis is essential
- ICS requires use of common terminology including standard titles for facilities and positions
- ICS uses plain English (NO CODES)
- Example:
 - Unclear language:
 - *“Teachers and students, this is a Code Yellow.”*
 - Clear language:
 - *“Teachers and students, this is a lockdown.”*

How does ICS work?

ICS is based on the following management principles:

1. You can't do it all yourself.
2. You can't think of everything.
3. You won't last forever.

How does ICS work?

- ICS works using:
 - **Management by objectives**
 - **Unity of command – only one boss!**
 - **Limited span of control 7:1**
 - **Standardized job assignments**
 - **Use of common terms**
 - **Qualified people do the job**

How does ICS work?

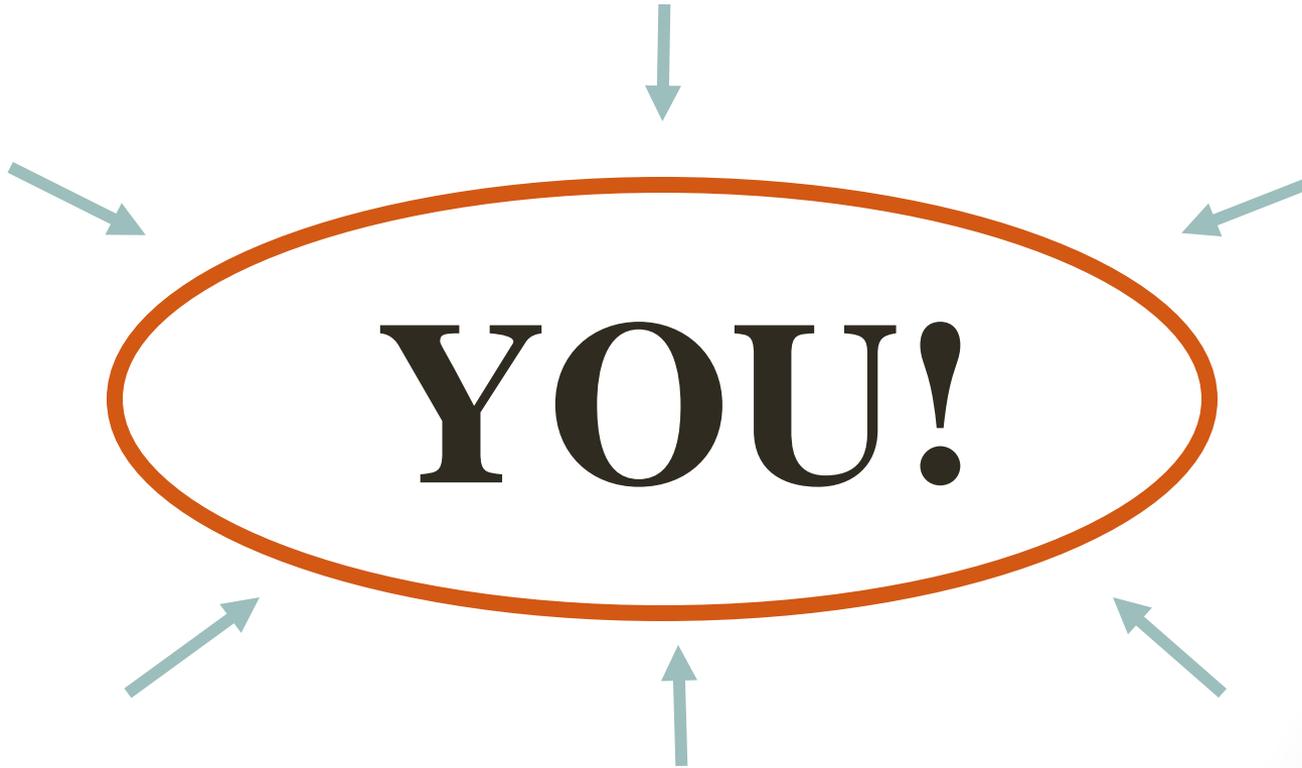
- People are grouped by their **FUNCTION**
- Ranks and titles are not supreme, skills are what count
- No “freelancing”

How does ICS work?

Question:

At most schools, what is the organizational chart for managing major events?

YOU!



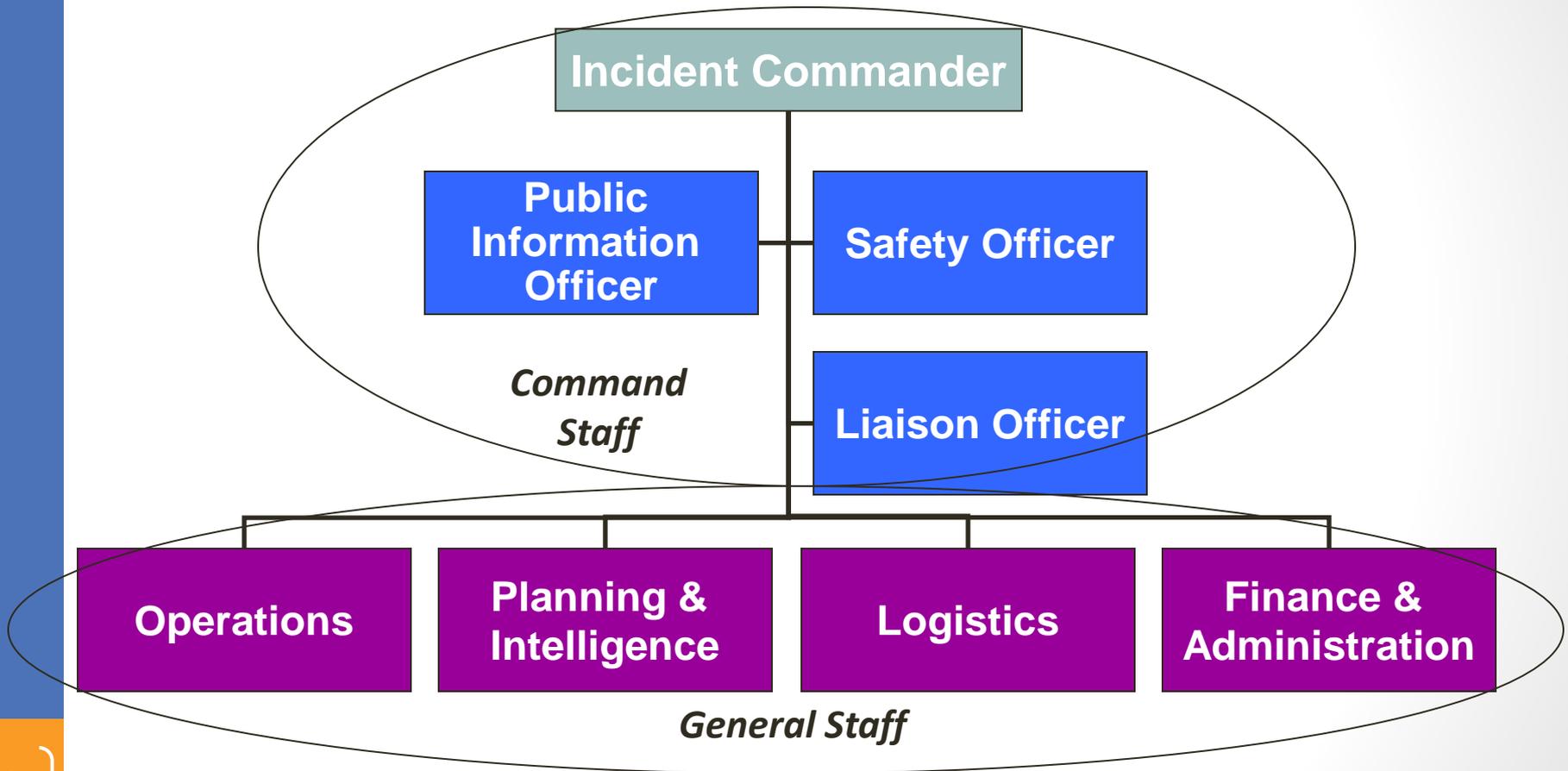
How does ICS work?

Under NIMS & ICS, jobs are divided into the following groups by **FUNCTION**

ICS Functions

- **INCIDENT COMMAND**
- **OPERATIONS**
- **PLANNING & INTELLIGENCE**
- **LOGISTICS**
- **FINANCE & ADMINISTRATION**

ICS: Roles



Incident Command

The **INCIDENT COMMANDER** also known as the “*IC*”:

1. Sets **objectives** for the group via The Incident Action Plan
2. Assigns the ICS responsibilities
3. Responsible for the overall **policy** and **coordination** of the response

Incident Command

Management by objective means giving directions that have both:

1. Measurable and attainable objectives
2. An identified timeframe or operational period

Incident Command

For example:

- “In the next 15 minutes we need to account for all students and staff”
- “We will have the teams search the A building first and check back by 11 am”
- “The water stations need to be set up by 4 pm”

Operations

The **OPERATIONS** person:

- Organizes the workforce teams
- Matches the supplies with the needs
- Prioritizes the jobs and resources

Planning and Intelligence (P&I)

- **PLANNING** and **INTELLIGENCE** is responsible for collecting, evaluating, disseminating, and documenting information
- P&I is constantly evaluating new information and **predicting future needs**

Planning and Intelligence (P&I)

PLANNING and **INTELLIGENCE** is constantly answering questions:

- “How big is this problem?”
- “Who is affected?”
- “What are we going to need in the next hour, day, or week?”

Planning and Intelligence (P&I)

- Planning and Intelligence keeps the Incident Commander aware of the situation status using:
 - Maps
 - Rosters
 - Briefings
 - News reports



Logistics

The **LOGISTICS** section deals with *resources*.

When OPERATIONS need something they get it from logistics.

Logistics

The resources that **LOGISTICS** supplies include:

- Equipment
- Supplies
- Services



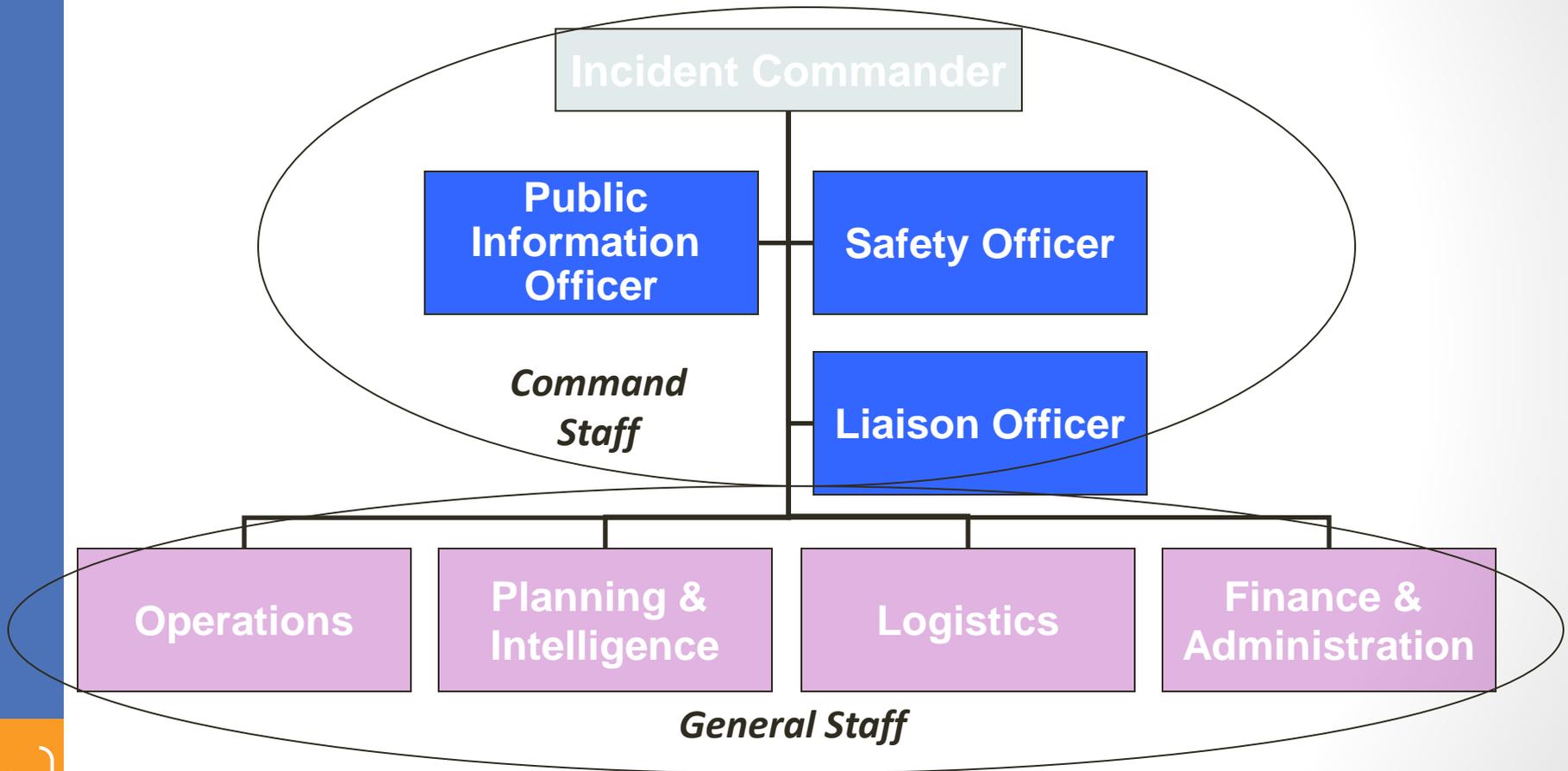
Finance and Administration

FINANCE and **ADMINISTRATION** keeps track of records that will become:

- Payroll records
- Attendance records
- Expense accounting
- FEMA reimbursement
- Claims and compensations



ICS: Roles



Unified Command

- When first responders come to your site and set up a Command Post, they will establish **UNIFIED COMMAND** with all responders
- They will request that the school send someone, *who does not need permission to make decisions*, to report to the command post

Unified Command

- Used on larger incidents when multiple response agencies are involved
- Typically includes command representatives from involved agencies
- Acts as a single entity
- Lead agency acts as Incident Commander
- Each agency sends someone who does not need to ask permission to make a decision

ICS: Scenario

- A student reports to a teacher that he witnessed another student carrying a weapon.



ICS: Activation

At the moment the student reports the issue, the teacher is the Incident Commander.

Teacher = Incident Commander

The teacher reports the incident to the principal. The principal determines the nature of the emergency and decides to activate the Incident Command System. He or she becomes the Incident Commander.

Principal = Incident Commander

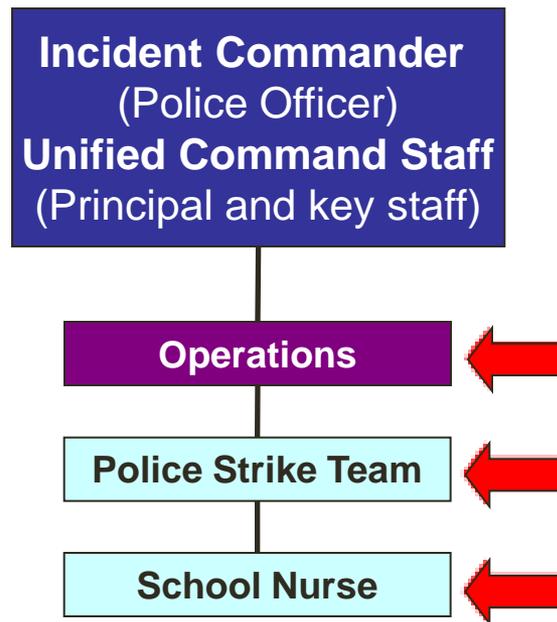
ICS: Scalability

The principal places the school in lockdown and calls 911, school police, and the district office. The local police arrive on the scene and the officer in charge takes over as the Incident Commander. The principal assists the police response and becomes part of the unified command staff.

Police Officer = Incident Commander
Principal = Unified Command Staff

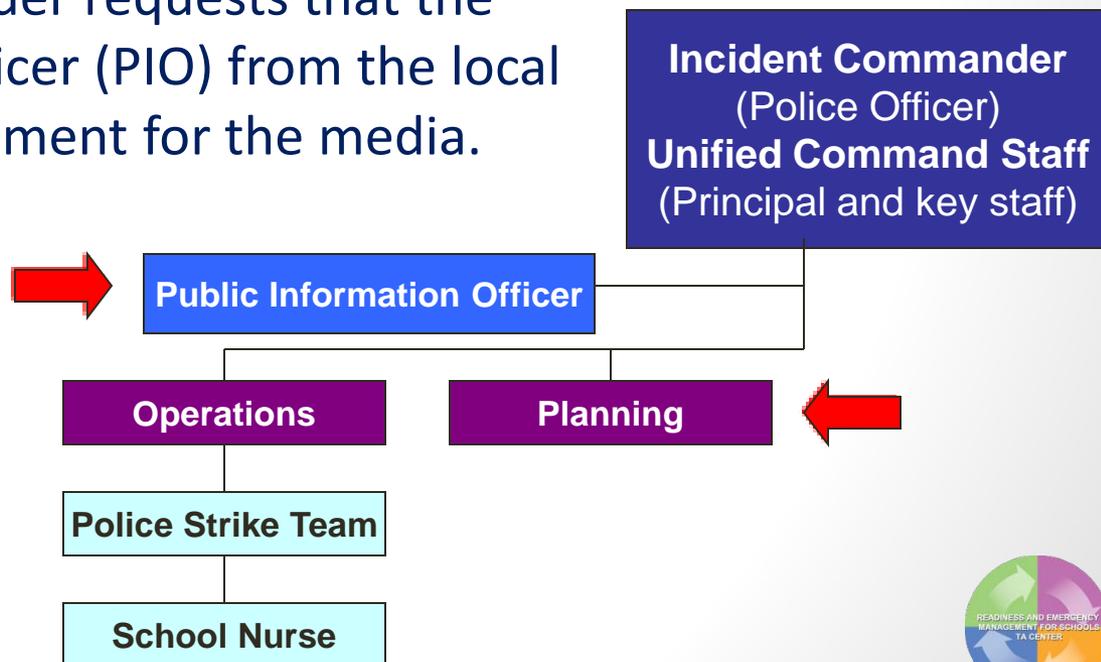
ICS: Scalability (Cont'd.)

- The Incident Commander designates another police officer as the Operations Section Chief, who in turn assembles a strike team to locate the student with the weapon.
- While the school is in lockdown, a student suffers an asthma attack. The teacher must render aid until the school nurse can assist.



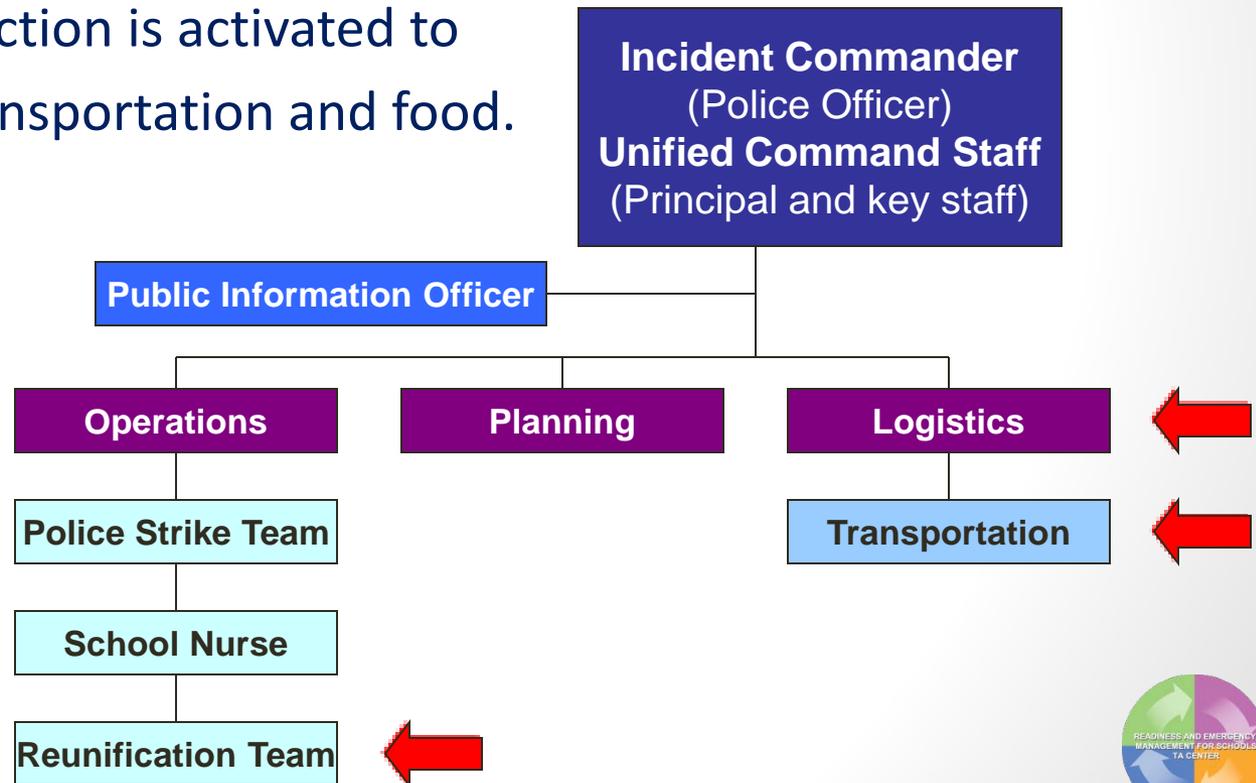
ICS: Scalability (Cont'd.)

- Since the duration of the incident may be prolonged, the Incident Commander activates the assistant principal as the Planning Section Chief to plan for possible scenarios with regard to student care and long-term needs.
- The Incident Commander requests that the Public Information Officer (PIO) from the local district prepare a statement for the media.



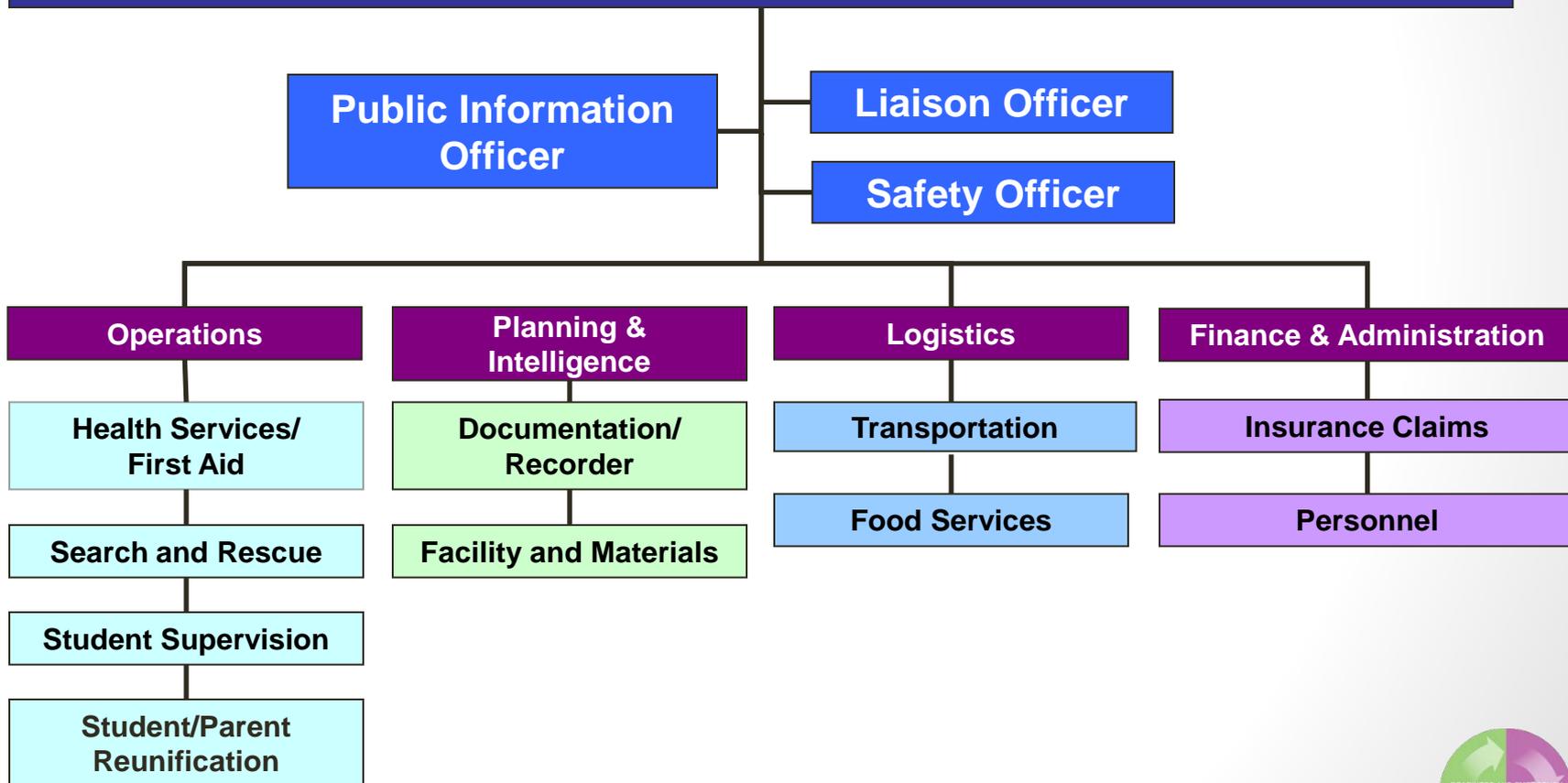
ICS: Scalability (Cont'd.)

- The police investigate the incident and arrest the student. The school is closed for two hours to complete the investigation.
- Parents are notified that students will be relocated to a local elementary school to be picked up.
- The logistics section is activated to provide bus transportation and food.

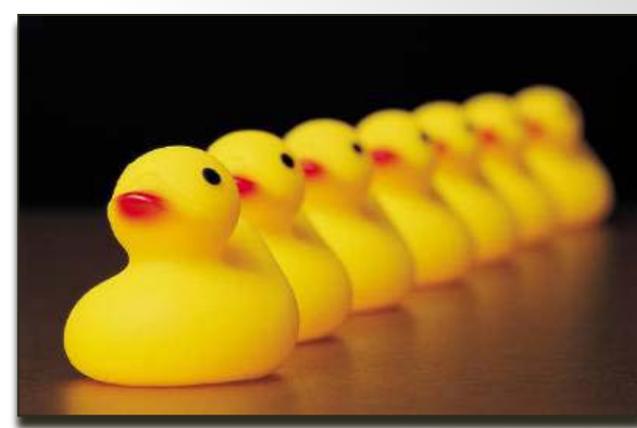


Sample School Based ICS

Incident Commander and Incident Command Team



Establishing an ICS



- Assess staff skills, training, aptitude, and personalities
- Assign roles and train staff
- Create lines of succession/backups for all key positions
- Establish a “buddy system” to allow staff to fill ICS roles
- Individual teachers will supervise two classes at a time to free up staff
- Coordinate with community partners to clarify transfer of command and unified command

Communication Considerations

Emergencies are managed with information

Develop communication protocols in advance:

- Develop template letters and intranet messages that can be used in a crisis
- Communication considerations should include parents/guardians, school staff, and the media
- Notify other schools and local district(s) of an incident, even if not directly impacted by the event

Communication Considerations: Parents

- Provide information on emergency response procedures
 - Reunification procedures:
 - Communicate what is expected of parents
 - Translate information as necessary for English Language Learners
 - Emergency notification systems:
 - Identify media partners
 - Social media (e.g., Twitter/Facebook)
 - Automatic phone/email notification
 - Incorporate redundancy
- Update parent and emergency contact information periodically

Communication Considerations: School Staff

- Establish a system to verify information before responding
- Establish and refine a system for communicating with staff under a variety of scenarios
 - E-mail, cellular phones, radio
- Develop a system for staff and student accountability
 - Need up-to-date class rosters and student emergency information
 - Have a plan to identify students who are not accounted for
- Develop a plan and training for unique staff categories (substitutes, after-school activity teachers/staff)

Communication Considerations: Media

- Establish one message with the IC
- Assign a trained PIO to handle media inquiries
- Identify media staging areas
- Establish policies and procedures for dealing with media requests/inquiries
- Coordinate media releases with community partners—all releases must be first cleared by the Incident Commander
- Limit student exposure to media

Reunion

Parent/student
reunion

Student
Assembly
Area

Incident Command
Post



On a map, the ICP
location appears
as a green and
white square

Building
B

Staging Area

S

On a map, the Staging
Area appears as a
circle with an S in it.

Base

B

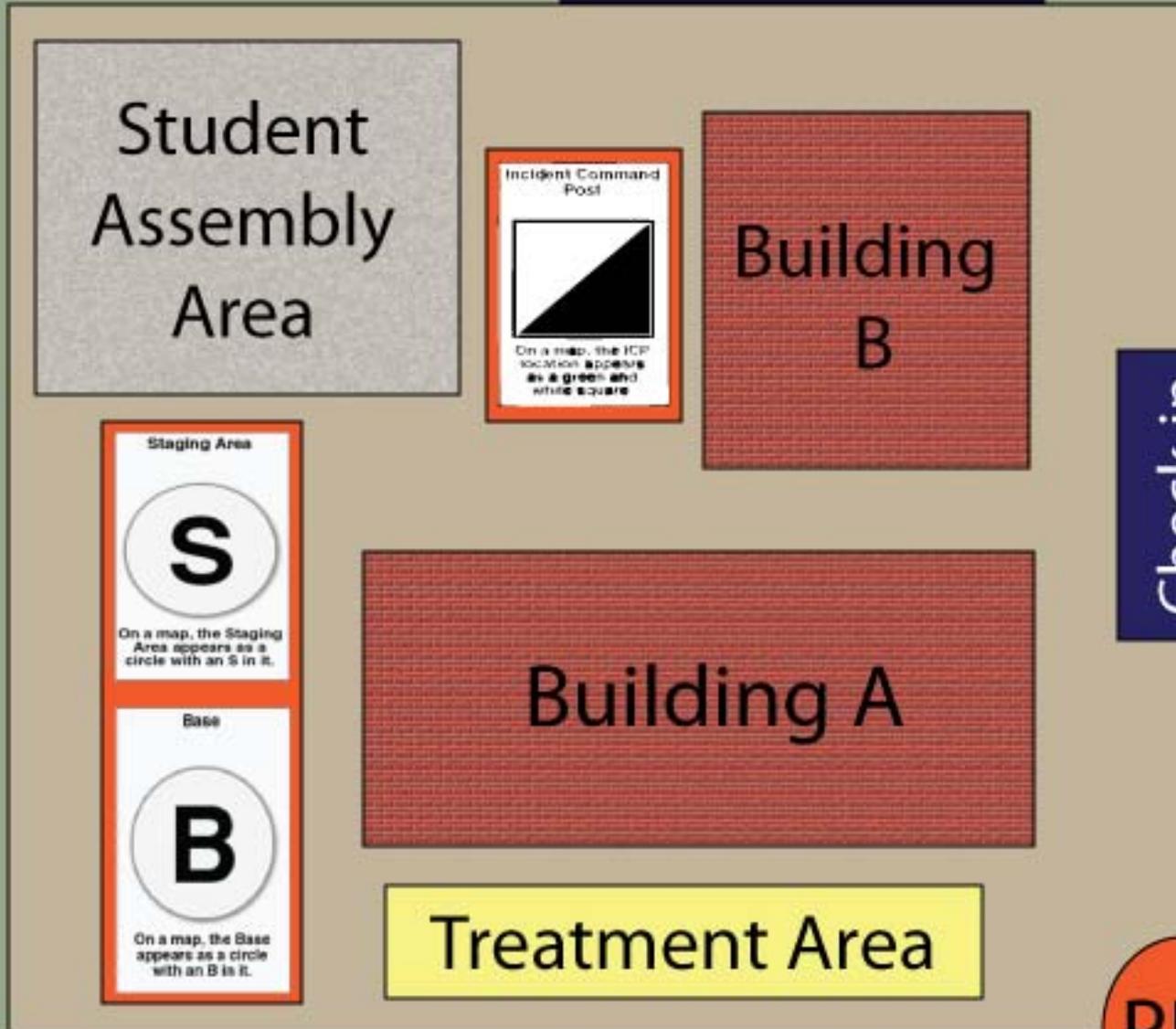
On a map, the Base
appears as a circle
with an B in it.

Building A

Treatment Area

Check-in

PIO

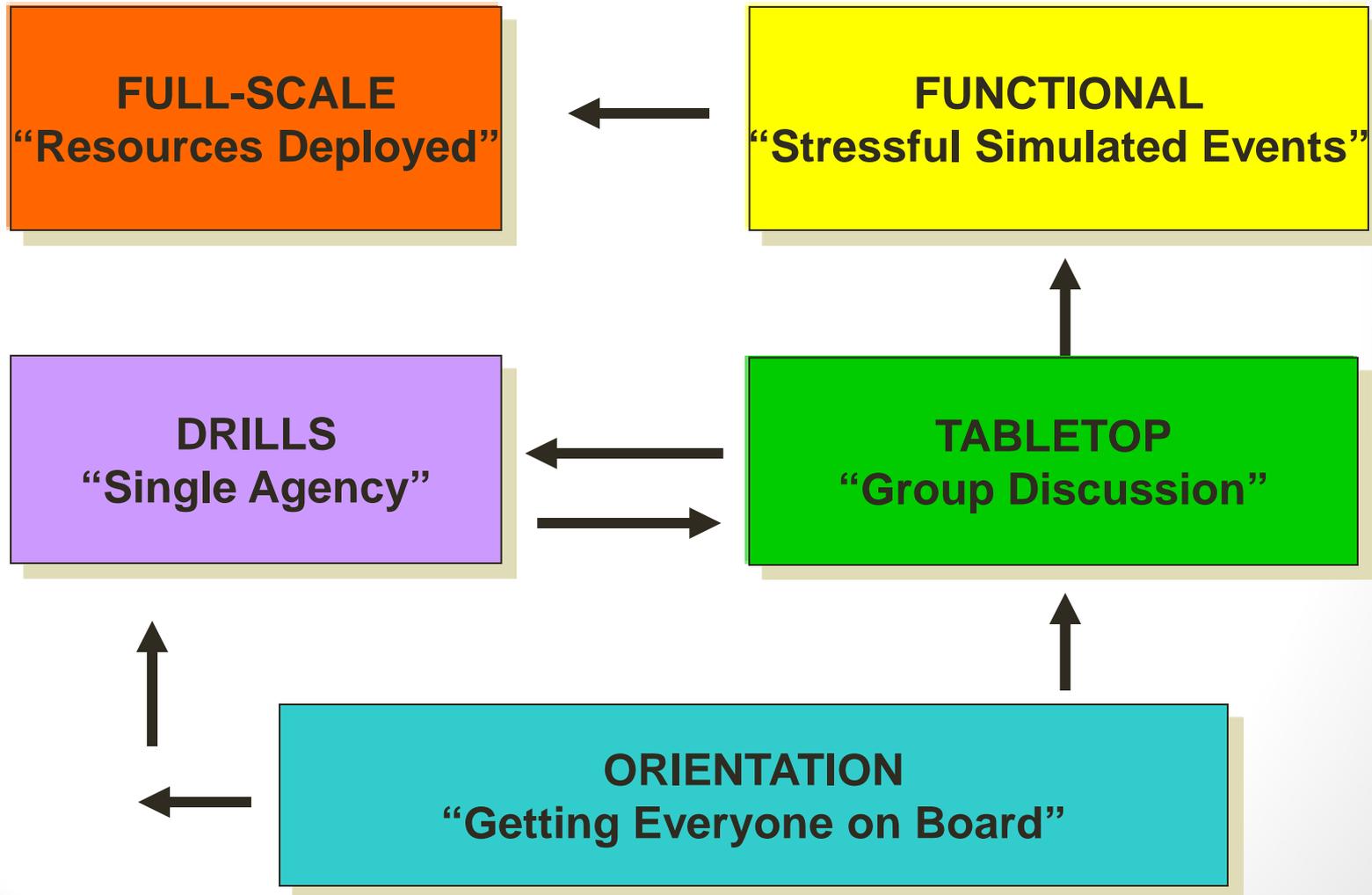


Training and Exercises

- Clarify roles and responsibilities
- Evaluate plans and procedures
- Develop effective agency relationships
- Assess resources and capabilities
- Identify needs and solutions
- Provides significant benefits to school and community
- States often have legislation requiring school exercises and drills

Many emergency management agencies and other accredited public safety agencies must conduct various types of exercises on an annual basis.

Types of Exercises



Training for District & School Staff

The benefits are clear:

- Increased confidence in students, staff, and parents
- Greater consistency of response
- More efficient use of resources
- Stronger relationships with partners



Conducting Exercises

- Practice a variety of different scenarios with community partners
- Practice a variety of different response procedures
- Communicate information about drills early and often
- Drill under different conditions (weather, time of day)
- Document lessons learned and implement recommendations

After-Action Review

- Captures key lessons learned
- Makes recommendations for improvements
 - Key components :
 - Conduct exercise/emergency activities overview;
 - Relevance of goals and objectives;
 - Analysis of outcomes;
 - Analysis of capacity to perform critical tasks;
 - Recommendations;
 - Specific improvements for each partner; and
 - Accountability plan for follow-up.

NIMS Implementation Guidance

- NIMS Implementation Activities for Schools and Institutions of Higher Education
http://rems.ed.gov/docs/NIMS_ComprehensiveGuidanceActivities_2009-2010.pdf
- Interactive Activity-by-Activity Descriptions of NIMS Implementation Activities for Schools and IHEs
http://rems.ed.gov/index.php?page=NIMS_activities_2009_2010
- Checklist: NIMS Implementation Activities for Schools and IHEs
http://rems.ed.gov/docs/NIMS_ImplementationActivitiesChecklist_2009-2010.pdf
- Key Personnel and NIMS Training for Schools and IHEs
http://rems.ed.gov/docs/NIMS_KeyPersonnelTraining_2009-2010.pdf



REMS TA Center Resources

- “Resources Supporting Schools' and IHEs' Implementation of NIMS”
http://rems.ed.gov/index.php?page=NIMS_resources
- PowerPoint presentation on The National Incident Management System (NIMS): Top Ten Questions
http://rems.ed.gov/index.php?page=trainings_emergency_management&emt_id=1

Additional Resources

- “General ED Publications” accessible at http://rems.ed.gov/index.php?page=publications_General
- “Preparing Your School for a Crisis”
<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>
- “Practical Information on Crisis Planning: A Guide for Schools and Communities”
<http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
- “Action Guide for Emergency Management at Institutions of Higher Education”
http://rems.ed.gov/docs/REMS_ActionGuide.pdf
- “Guide to School Vulnerability Assessments”
http://rems.ed.gov/docs/VA_Report_2008.pdf

For More Information Contact:

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