

District-Level School Emergency Management for Superintendents



Readiness and Emergency Management for
Schools (REMS) Technical Assistance (TA) Center
Office of Safe and Healthy Students
Office of Elementary and Secondary Education
U.S. Department of Education



Summary of Webinar

- Welcome
- Introduction of Presenter: Larry Borland
- Webinar Presentation
- Q & A Session
- Wrap Up & Resources



What is a School Emergency Management Plan?

- A critical strategy for securing and protecting our schools
- Addresses safety needs of all students, staff, and visitors
- Addresses both natural and man-made events that can disrupt teaching and learning
- Addresses events on the way to school, during school, and during after school activities



Why School and District Emergency Management Plans?

It is important that each school within your District and the District itself has emergency management plans. This is to:

- Reduce the opportunity for disruptive man-made events to occur and lessen consequences if they do
- Comply with State and local laws and regulations
- Build confidence of the public in consistent operation of schools and Districts



The Role of the Superintendent

- The Superintendent's role in promoting the plan
 - What is involved at the District level?
- The Superintendent's role in creating the plan
 - What is involved at the District level?
- The Superintendent's role in implementing the plan
 - What is involved at the District level?



Key Elements of a School Emergency Management Plan

- Framed by the Four Phases of School Emergency Management
- Uses an all-hazards approach
- Based on a vulnerability assessment
- Integrates students and staff with disabilities and other access and functional needs
- Developed with community partners
- Incorporates NIMS and ICS
- Practiced consistently, reviewed, revised



The Four Phases of School Emergency Management



What is the Prevention-Mitigation Phase?

- Prevention is the action schools and districts take to decrease the likelihood that an event or emergency will occur
- Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented (e.g., natural disasters)
- Some events have both components



The Prevention-Mitigation Phase

- Designed to assess and address
 - Safety and integrity of facilities
 - Security
 - Culture and climate of schools
- Uses an all-hazards approach
- Builds on what schools are already doing
- Reliant on community partnerships and leadership
- Is an ongoing process
- Directly linked to the other three phases



Key Elements of Prevention and Mitigation Phase

- Conducting school vulnerability assessments
- Anchoring outdoor, heavy indoor equipment
- Installing building access control measures
- Controlling access to hazardous areas
- Establishing programs to improve school culture and climate
- Establishing policies promoting safety and security
- Using the Crime Prevention Through Environmental Design (CPTED)



Preventing Violence: School Culture and Climate

Positive culture & climate=Less likelihood of violence



- Supports violence prevention
- Requires a long-term strategy
- Is program-based (anti-bullying, etc.)



What is the Preparedness Phase?

The Preparedness phase is designed to facilitate a rapid, coordinated and effective response in an emergency.

The school community is strengthened by coordinating with community partners on:

- Developing an emergency plan, policies and protocols
- Communicating roles and responsibilities
- Adopting the National Incident Management System and the Incident Command System
- Conducting training, exercises, and drills



NIMS and ICS

The National Incident Management System (NIMS)

- Used by all first responders
- Creates a common operating picture and mutual goals
- Includes the Incident Command System (ICS)

The Incident Command System (ICS)

- Uses a single management system
- Facilitates effective response



Key Elements of Preparedness Phase

Work with your planning team to:

- Define Response phase protocols and procedures
- Develop communications procedures and templates
- Address the needs of persons with disabilities and other access and functional needs
- Develop accountability and reunification procedures
- Practice tabletops, drills, and exercises



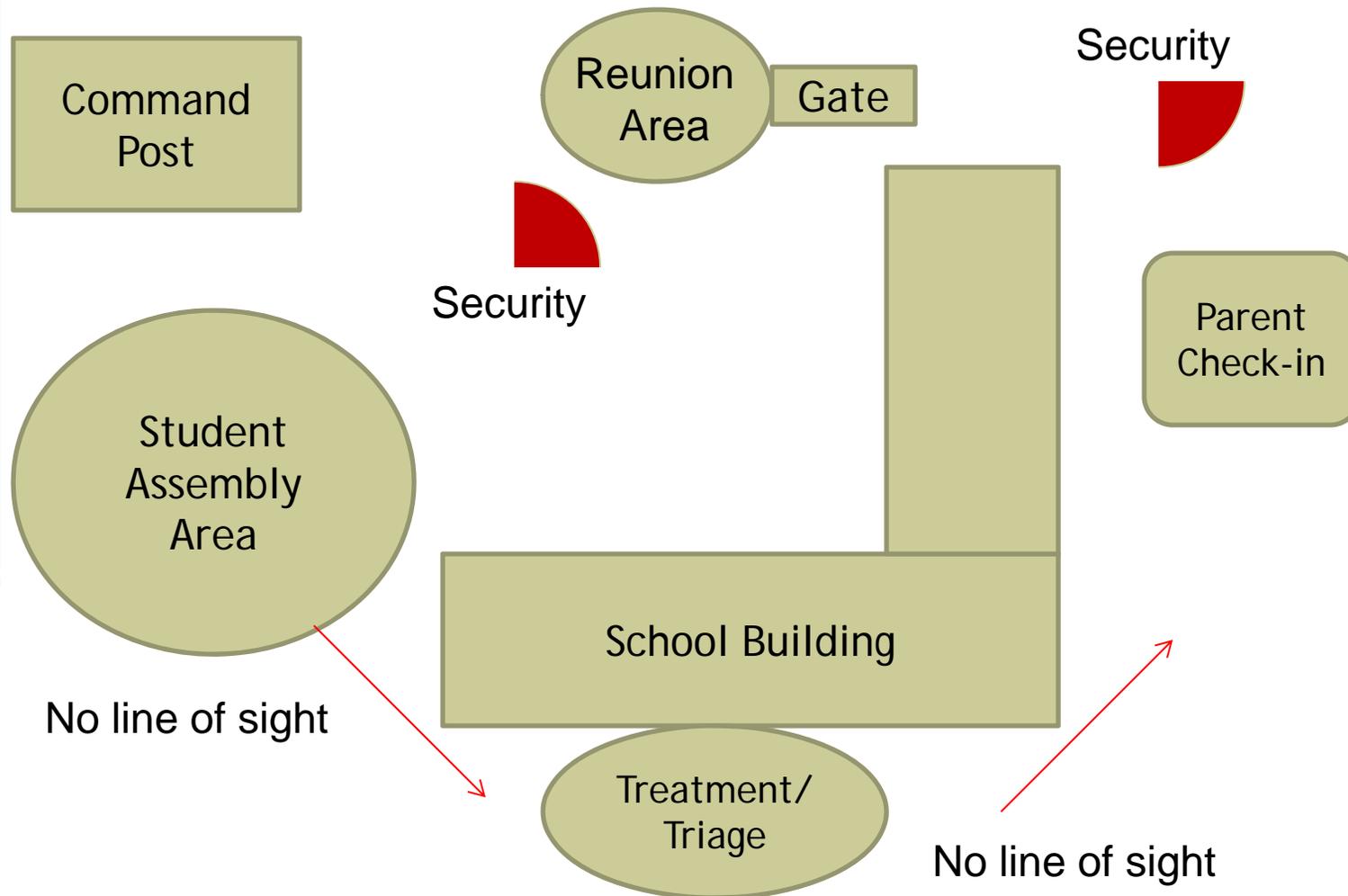
Persons with Disabilities and Other Access and Functional Needs

Include district special needs experts on your planning team to address:

- Visual and hearing
- Mobility
- Cognitive
- Attentional
- Emotional
- Medical; and
- Communication needs



Example Reunification Plan



Drills and Exercises

- Drills: Define frequency, responsibilities and procedures
- Tabletops: Informal gathering of partners to orally review and practice the plan
- Full-Scale Exercises: Require extensive planning, conducted with community partners, simulates a specific scenario



What is the Response Phase?

- When emergency management plans are activated to effectively contain and resolve an emergency
- Plans developed during the Prevention/Mitigation and Preparedness Phases are utilized during the Response Phase
 - Activate the plan (lockdown, evacuation, shelter-in-place)
 - Work with community partners (NIMS, ICS)
 - Use accountability & reunification plan as appropriate
 - Utilize communications plan



Key Elements of Response Phase

- Assess the problem and determine response
 - Evacuation, shelter-in-place or lockdown
- Activate the plan and the ICS
- Work with first responders and other community partners
- Deploy resources and make informed decisions
- Account for students, faculty, and staff
- Reunify parents/guardians with students
- Initiate transition to the Recovery Phase
- Conduct an after-action assessment



Recovery Phase

- Designed to assist students, staff, and their families in the healing process and to restore educational operations in schools.
- Has four primary components:
 1. Physical/structural recovery
 2. Business/fiscal recovery
 3. Academic recovery
 4. Psychological/emotional recovery



Physical, Structural, & Fiscal Recovery

Here, Superintendents have a key role. Some elements of physical, structural, & fiscal recovery include:

- Assessment and repair of facilities
- Possible need for alternative sites or buildings due to extensive damage
- Business and fiscal recovery (e.g., payroll, succession planning)
- Registration and record management systems



Academic, Psychological/Emotional Recovery

- Academic recovery is key to restoring the teaching and learning environment
- Academic recovery is closely linked to the other aspects of recovery
- Psychological/emotional recovery promotes coping, supports resiliency for students and staff
- Establish a system for identifying and monitoring children and staff who may need additional support or interventions



In Summary: Steps for Developing an Emergency Management Plan

- Step 1: Collect existing resources and assemble team with community partners
- Step 2: Conduct assessments
- Step 3: Identify gaps and weaknesses
- Step 4: Assemble plan



In Summary: Steps for Developing an Emergency Management Plan

- Step 5: Incorporate vulnerability data
- Step 6: Conduct trainings and exercises
- Step 7: Revise plan based on outcomes of trainings and exercises
- Step 8: Communicate plan as appropriate
- Step 9: Establish accountability measures



Action Steps: The Four Phases

- Prevention-Mitigation (assess, plan, partner)
- Preparedness (integrate, define, practice)
- Response (activate, communicate, transition)
- Recovery (assess, restore, counsel)



Action Steps: The Role of the Superintendent

- Mobilize school personnel to get organized
- Use community influence to bring partners to the table and encourage parent/guardian support and involvement
- Show support for the plan by attending training, drills, and exercises
- Ensure that emergency preparedness remains a key goal and activity each and every year



The REMS TA Center

For additional information, resources, training, and technical assistance, please contact the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center:

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