

Planning to Recover From Emergencies at Districts and Schools

Welcome! The Webinar will begin at 2:00 p.m. ET.

- Please **turn on your computer speakers**.
- Use the **Q&A Box** to send a message to the moderator. Your questions and comments will be addressed at the end of the Webinar. Use the **Files Box** to download the slides and handouts.
- For support during the Webinar, **please contact the REMS TA Center** at info@remstacenter.org or 1-855-781-REMS (7367).
- You are invited to **participate in a 30-minute Web Chat** via the REMS TA Center Community of Practice following the Webinar. This may be accessed from the **Web Links Box**.



Planning to Recover From Emergencies at Districts and Schools



U.S. Department of Education
Office of Safe and Healthy Students

info@remstacenter.org | <http://rems.ed.gov/> | [@remstacenter](https://twitter.com/remstacenter)

Housekeeping

- To download a copy of the presentation slides and other pertinent handouts, use the Downloads box on your screen. Select the name of the handout(s) you want, and click the “Download File(s)” button.
- There is no dial-in for this Webinar. Audio is available via the link provided. If you are experiencing difficulty hearing the audio stream, make sure your computer speaker volume is turned up.
- If you experience technical difficulties during the Webinar, please contact the TA Center at info@remstacenter.org or 1-855-781-REMS (7367). You may also request technical assistance using the Q&A Tool. These questions are viewable to the Webinar moderator only.

Questions & Answers

Questions
during the
Webinar?

Please use the
Q&A Tool on the
right side of your
computer screen.

Questions
after the
Webinar?

Please submit to
info@remstacenter.org

Agenda

1. Introduction to Recovery

2. Business Functions; Social, Emotional, & Behavioral Recovery Lessons Learned

3. Academics; Physical & Structural Lessons Learned

4. Q&A Session

5. Community of Practice (CoP) Chat

Introduction

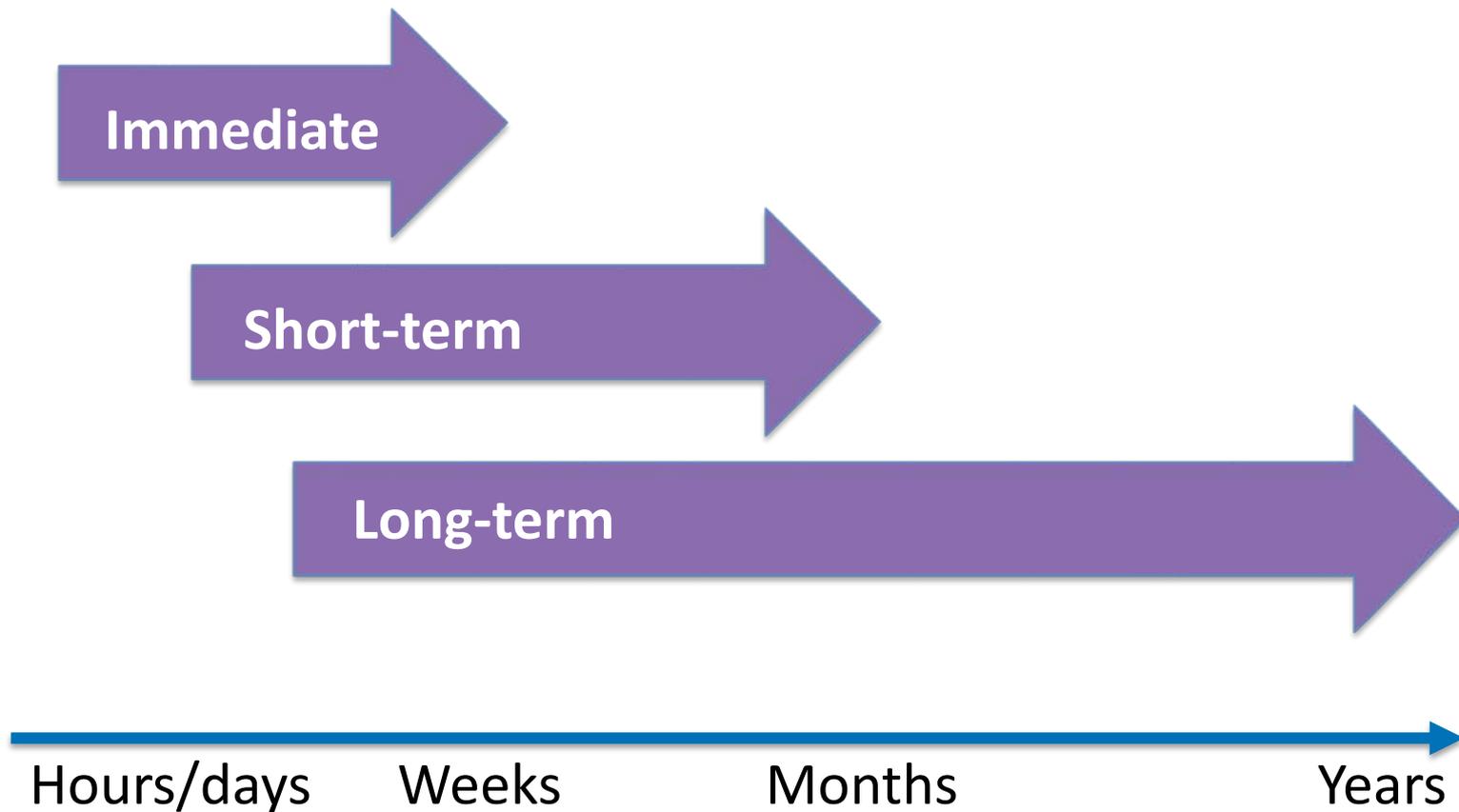


Goal is to return to a sense of “normalcy” by restoring educational programming; the physical environment; business operations; and emotional health and well being of students, staff, and families with community partners.

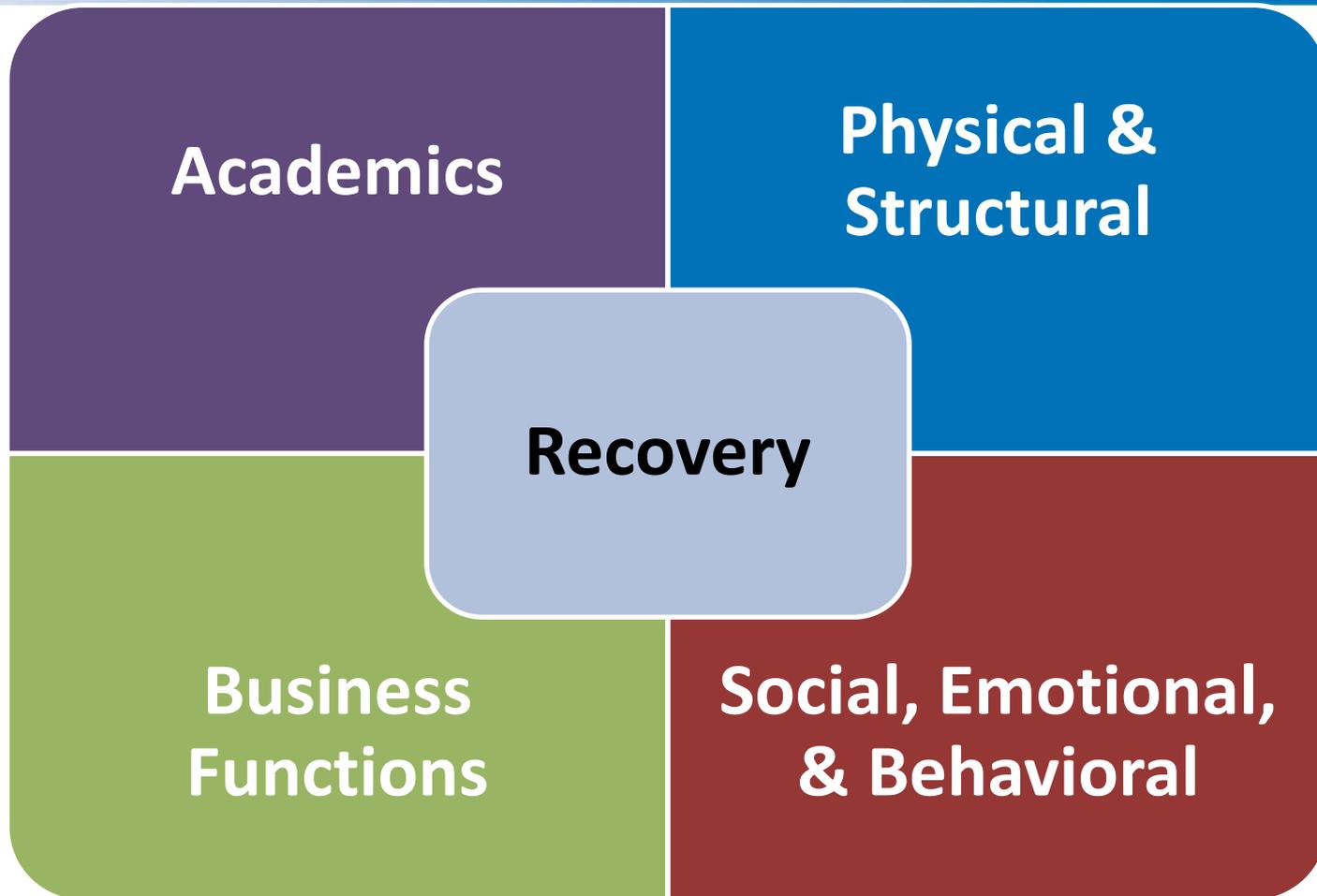
Five Preparedness Missions



Timeframes of Recovery



Recovery Components

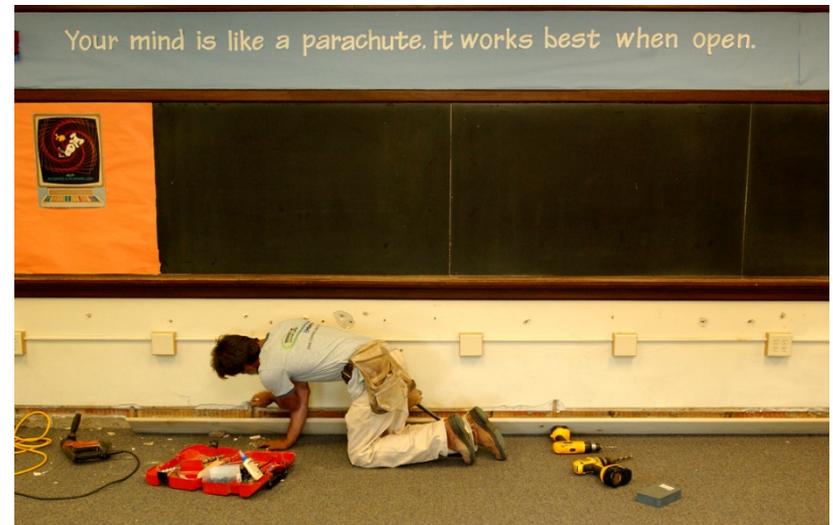


Academics Recovery

- Sharing classrooms or other buildings
- Adjusting the class schedule
- Re-evaluating the curriculum
- Using buildings or facilities from neighboring school districts
- Integrating students into other school districts

Physical & Structural Recovery

- Assessment and repair of damage
- Cleaning facilities
- Removal of hazards
- Coordination of volunteers & donations
- Restoration of equipment and processes
- Resumption of other support



Business Functions Recovery

- Accessing emergency funding
- Accessing back-up IT and business services
- Restoration of business services
- Use of MOUs or pre-established vendor contracts
- Registering students in other districts
- Continuing use of existing/new vendors
- Accessing long-term recovery funding
- Identifying whether/how systems can be resilient

Social, Emotional, & Behavioral Recovery

- Provision of Psychological First Aid for Schools (PFA-S)
- Conducting ongoing assessments/monitoring
- Ensuring staff and teachers have access to Employee Assistance Programs (EAPs)
- Making individual and group crisis counseling available

Social, Emotional, & Behavioral Recovery (continued)

- Referring students, teachers, and staff to long-term interventions, if needed
- Providing trauma and grief-focused, school-based mental health programs
- Monitoring attendance, grades, and counselor's visits
- Providing care for caregivers to help prevent or reduce compassion fatigue

Agenda

1. Introduction to Recovery

2. Business Functions; Social, Emotional, & Behavioral Recovery Lessons Learned

3. Academics; Physical & Structural Lessons Learned

4. Q&A Session

5. Community of Practice (CoP) Chat

Five Mission Areas

We have moved – or are moving – from an old paradigm of prevention/intervention

Prevention: avoid, deter, stop

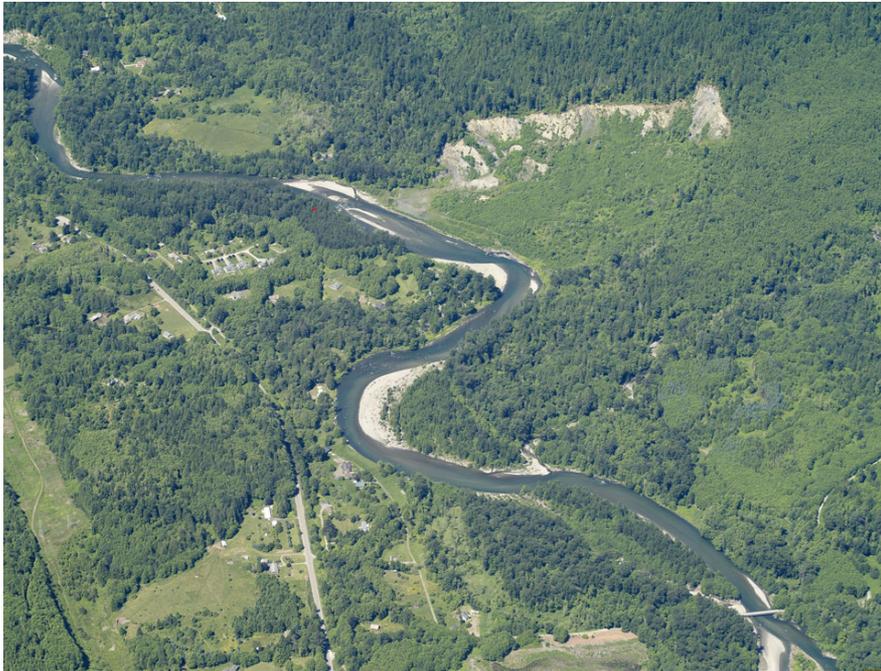
Mitigation: eliminate, reduce damage, lessen impact

Protection: secure against harm

Response: stabilize, assist

Recovery: restore

Setting the Stage 1: Landslide



Early spring, 2014

Oso Landslide

Occurred on Saturday, March 22, 2014, a few miles east of the small community of Oso, WA, 2014, at 10:37 a.m. local time.

- A portion of an unstable hill collapsed.
- Mud and debris rolled across the North Fork of the Stillaguamish River.
- It covered an area of approximately 1 square mile, 30- to 70-feet deep.
- WA SR 530, the only road through the community, was indefinitely closed.
- An alternative route was opened the following week after snow was cleared from the unpaved portion of Mountain Loop Highway south of Darrington, WA.
- Forty-three people were killed and 49 homes and other structures destroyed.
- Aside from slides caused by volcanos, earthquakes, or dam collapses, the Oso slide is the single deadliest landslide event in U.S. history.

Setting the Stage 2: Wildfires



Summer, 2014

Washington Wildfires

Occurred in Washington in the summer of 2014

- A series of wildfires burned 386,972 acres over the course of 2014.
- The first fire began on July 8 near the Entiat River.
- It burned primarily on the east side of the Cascade Range in Chelan and Okanogan counties.
- The fires burned private land, state land, and within the Okanogan and Wenatchee National Forests.
- On July 14, a lightning storm started dozens more fires across the eastern Cascade Range.
- The population of Pateros, about 650, was under a mandatory evacuation.
- The fires finally ended late in August.
- The Pateros School District sustained more than \$2 million of damage to its only school building.

Setting the Stage 3: Shooting at School



October 24, 2014

Marysville-Pilchuck High School Shooting

Occurred in Marysville, WA, on October 24, 2014.

- A 15-year-old freshman shot five other students, fatally wounding four, before fatally shooting himself.
- Earlier that day, the student had texted several friends and invited them to meet him at lunch.
- He told them to skip class, if necessary.
- Just before the shooting, he sent a text to families apologizing for his actions.
- He included plans for his funeral.
- At about 10:40 a.m., he walked to the table where his friends were and started an argument.
- He pulled out a handgun and fired several shots, shooting his friends, killing four.
- He also died at the scene from a self-inflicted gunshot wound.

Five Mission Areas

Remember:

Prevention: avoid, deter, stop

Mitigation: eliminate, reduce damage, lessen impact

Protection: secure against harm

Response: stabilize, assist

Recovery: restore

After the Marysville-Pilchuck Incident



Spontaneous Fence Memorial

Lessons Learned

Response/Recovery

- Gridlock – media frenzy; disaster tourists
- Multiple jurisdictions responding
- Donations – needed or unneeded
- Volunteers – coordination, use of
- Spontaneous memorials – real, virtual, temporary, permanent, removal

Resources for Mental Health and Self-care

- Events/Event management – Think: Funerals and memorial service
- Government and agency partnerships
- Fiscal impacts
- School staff and staffing
- Trauma/PTSD – students, staff
- COOP/Resuming regular business functions

Social, Emotional, & Behavioral Recovery: The Human Side

We hear of adding counselors or crisis teams at schools for students. However:

- Traumatic events are difficult for all: staff, students – the whole community.
- The needs of educators are often overlooked.
- Educators need support – short and long term.
- Educators often miss the overall impact of traumatic events – on the system and on themselves.
- Traumatic experiences can also lead to positive growth.
- **Recovery is a long-term process.**

Johnson: Surviving or Thriving: Educator Change Following School-Based Trauma, 2016

Business Functions Recovery

HB 1003 (2016) – Concerning the development of a model policy on natural disaster school infrastructure recovery

WSSDA: a model policy addressing restoration of the safe learning environment disrupted by natural disaster impacts to school district infrastructures, ...encouragement to adopt the model policy and review the districts' Safe School Plans....

The model policy must:

- consider guidance on infrastructure recovery by the FEMA and the EMD;
- include an infrastructure recovery checklist to use to restore essential physical and organizational structures, services, and facilities;
- list the offices or divisions of state agencies to contact for assistance with infrastructure recovery;
- list examples of state and federal emergency funding sources for school districts impacted by a natural disaster; and
- **include a model continuity of operations plan for use by school districts.**

Business Functions Recovery/COOP

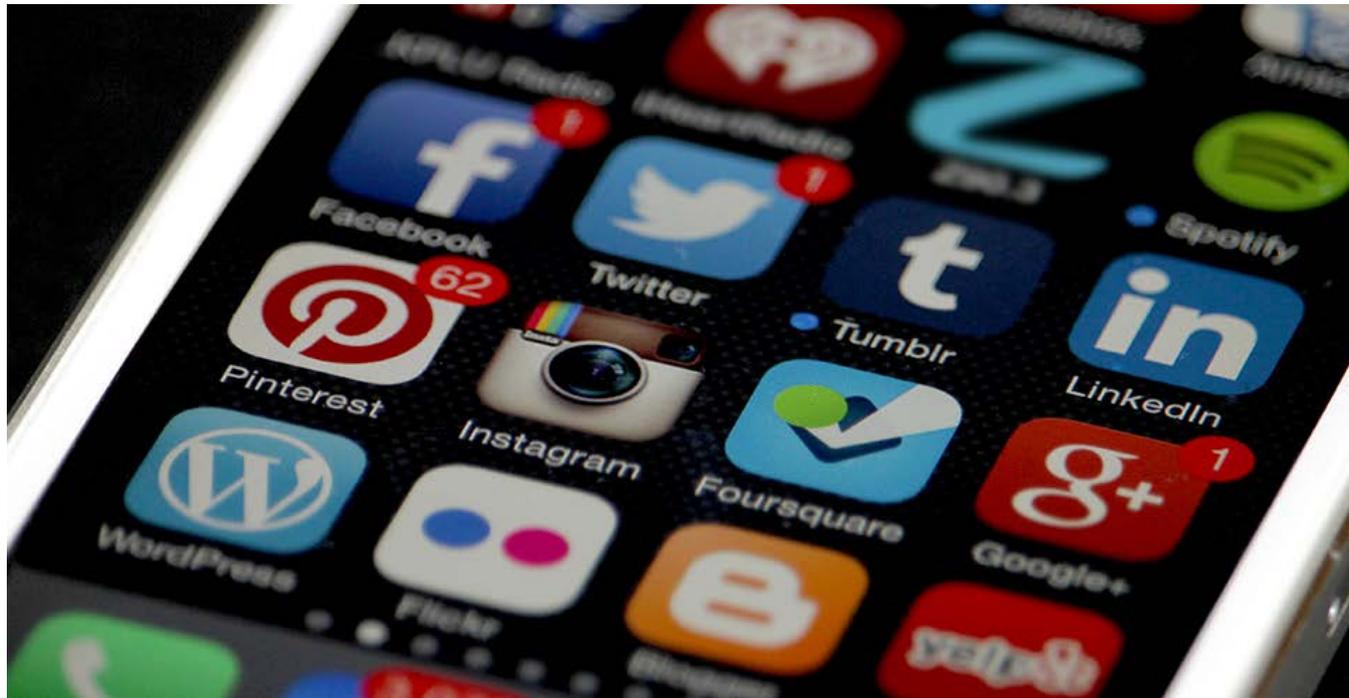
WA state law defines **continuity of operations planning** to mean the internal effort ... to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

A **continuity of operations plan** is an effort to ensure that Primary Mission-Essential Functions continue to be performed during a wide range of emergencies, including localized acts of nature, accidents, and technological or attack-related emergencies.

The critical business functions ... must be:

- + Operational not later than **12 hours** after activation.
- + Capable of maintaining sustained operations for **up to 30 days**.

Social Media



Social Media

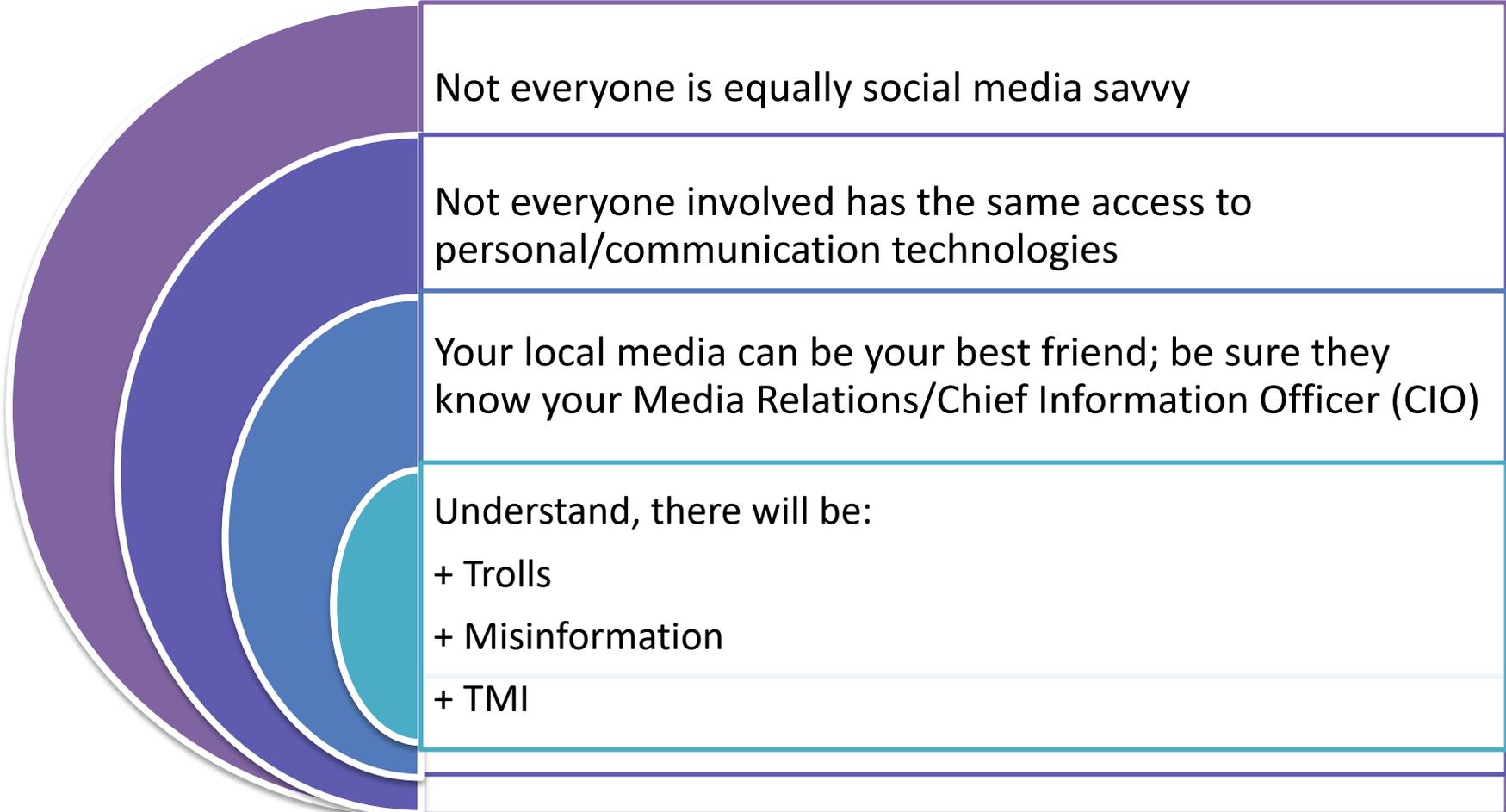
Upside:

- Send and receive emergency alerts and messages
- Communicate and collaborate with first responders
- Communicate with potential targets – victims and perpetrators
- Integrate information sources for situational awareness
- Monitor activities and conversations for situational awareness
- Update families, community, and other stakeholders
- Generally reach a wider audience

Downside:

- Live *outside* district/school networks
- Allow instant communications with, between, and among individuals and groups, at times of great stress
- Do not always provide responsible, accurate, or effective communications
- Should be addressed in district and school emergency preparedness and response protocols

Social Media



Not everyone is equally social media savvy

Not everyone involved has the same access to personal/communication technologies

Your local media can be your best friend; be sure they know your Media Relations/Chief Information Officer (CIO)

Understand, there will be:

- + Trolls
- + Misinformation
- + TMI

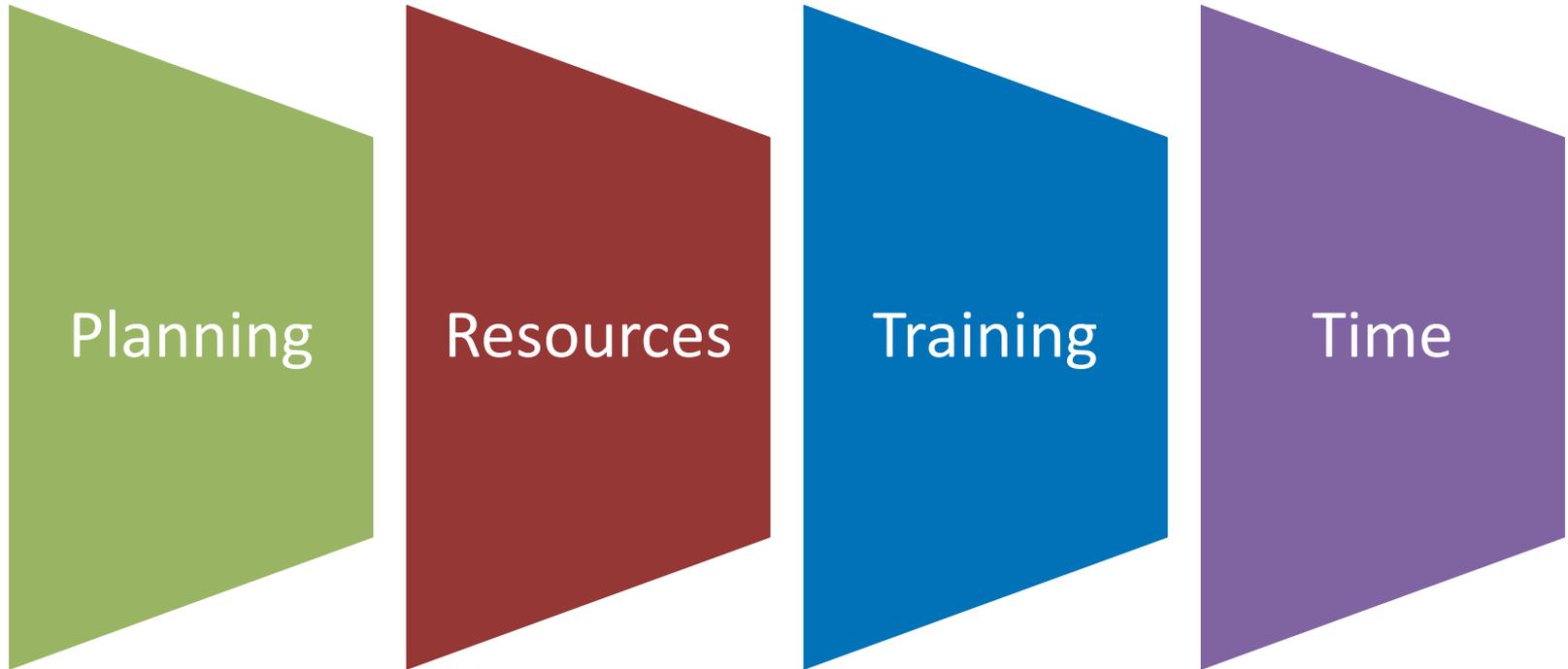
Social Media

It is very important to:

- Build the use of social media into your EOP/Safety Plan
- Anticipate information needs
 - Pre-script notifications as much as possible
- Prepare/remind
 - Not everything posted online is true, accurate, or correct
 - Not everything should be shared
 - **The identity and the role of the CIO**
- Discuss/prepare for potential misinformation
- Learn the social media sites/apps your students are using

In Closing...

Recovery takes:



Agenda

1. Introduction to Recovery

2. Business Functions; Social, Emotional, & Behavioral Recovery Lessons Learned

3. *Academics; Physical & Structural Lessons Learned*

4. Q&A Session

5. Community of Practice (CoP) Chat

Setting the Stage

May 20, 2013

EF-5 Tornado

Two elementary schools are a total loss

Junior High is a partial loss

Administration building is a partial loss

7 student deaths at Plaza Towers Elementary

Plaza Towers Elementary Before



Plaza Towers Elementary After



Academics: Location

Immediate

- A safe place to gather (evacuation site)
- A separate location for faculty/staff during district meeting (2 days)
- A location for student reunification (3 days)
- Used alternative communication methods and dissemination of meeting places

Short-term

- Community hosted events
- District counseling events took place at sister schools
- Following school year, pre-existing school building with the most appropriate accommodations

Academics: Scheduling

Immediate

- The 2012-2013 school year was immediately canceled
- The State Department of Education gave approval

Short-term/ Long-term

- Regular school hours
- Assembly schedule
- Flexibility with donor services
- Accommodating to weather-related concerns

Academics: Curriculum

Immediate/Short-term

- Summer schedule
- Yearbooks and Report Cards given at event

Long-term

- Regular Priority Academic Student Skills (PASS) objectives
- Integrated Emotional Coping Strategies
- Taught more weather-related lessons

Academics: Integrating Students

Immediate/Short-term

- Salvaged the records we could
- Copied pertinent records
- Printed report cards

Long-term

- Students were allowed to return to Plaza Towers if they had transportation
- Bused students from neighborhoods

Physical & Structural: Assessment & Damage Repair

Immediate/Short-term

- Communication between emergency responders and school administration
- Central command center
- Immediately flooded with everyday people
- District administrators arrived on location to guide

Long-term

- New building was completed after 14 months

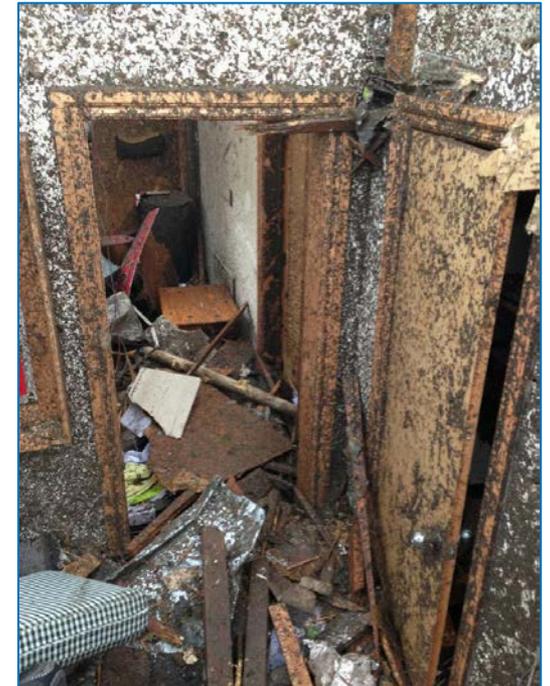


Physical & Structural: Cleaning

Immediate/

Short-term

- Small window of time to gather things
- Situation was taken over by National Guard, FEMA, City, District, etc.



Physical & Structural: Removal of Hazards

Immediately

- Rubble was removed as needed to remove adults and kids



Physical & Structural: Volunteers & Donations

Short-term

- + Red Cross
- + District staff organized immediate efforts
- + Independent donors arranged their own donation process



Long-term

- + District designated a Volunteer/Donor Coordinator
- + Surprised by emotional responses
- + Importance of showing appreciation

Physical & Structural: Restoration of Equipment

Short-term/Long-term

- The “Panther Wall” was the only item restored from the school and placed in the new building.



Agenda

1. Introduction to Recovery

2. Business Functions; Social, Emotional, & Behavioral Recovery Lessons Learned

3. Academics; Physical & Structural Lessons Learned

4. Q&A Session

5. Community of Practice (CoP) Chat

Q&A Session



Thank You!

Mike Donlin

Program Supervisor
School Safety Center, WA

Kristin Atchley, LMFT

Student Advocacy Coordinator
Norman High School, Norman, OK

Amy Simpson

Principal
South Lake Elementary, Moore, OK

Related Resources

Webinars

Trainings by
Request

Specialized
Training
Packages

Newsletters
& Fact
Sheets

Further Information



Phone: (855) 781-REMS (7367)
Email: info@remstacenter.org

<https://rems.ed.gov>

[Get the
Guide](#)

[Join our
Community
of Practice!](#)

[Access
Virtual
Trainings](#)

[Request an
On-Site
Training](#)

Agenda

1. Introduction to Recovery

2. Business Functions; Social, Emotional, & Behavioral Recovery Lessons Learned

3. Academics; Physical & Structural Lessons Learned

4. Q&A Session

5. *Community of Practice (CoP) Chat*

Community of Practice (CoP) Chat

The screenshot shows the top navigation bar of the REMS website. The logo for 'REMS TECHNICAL ASSISTANCE CENTER' is on the left, with the text 'READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS' above it. The navigation menu includes 'HOME', 'K-12 SCHOOLS & DISTRICTS', 'HIGHER EDUCATION', 'TECHNICAL ASSISTANCE', and 'ABOUT US'. Below the navigation is a green banner with the title 'Community of Practice (CoP)' and a description: 'A virtual space for schools, school districts, institutions of higher education (IHEs), and their community partners to collaborate, share, and learn from the experiences of others in the field'. To the right of the text is a graphic of a network of nodes. Below the banner is a secondary navigation bar with 'CoP HOME', 'ABOUT THE CoP', 'FORUMS' (highlighted in yellow), 'RULES', and 'MY PROFILE'. A third navigation bar contains 'Recent Topics', 'Recent Posts', 'Search', 'Users', 'Administrator', 'Moderator (6)', and 'FAQ'. At the bottom of the screenshot, the word 'FORUMS' is displayed on the left, and on the right, there are notification counts: 'Unread Topics 1', 'Messages 0', and a profile link for 'administrator my profile'.

[stop watching this topic](#) [move thread to forum:](#) [merge with another topic](#)

Recovery Web Chat