

Emergency Management for Schools

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U.S. Department of Education
Office of Safe and Drug-Free Schools

Welcome

Deborah Price

Assistant Deputy Secretary

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U.S. Department of Education

Overview

- ◆ Welcome and Overview:
 - Follow up to President Bush's Conference on School Safety
 - Review key considerations related to school emergency management planning
- ◆ Format and directions
- ◆ Introduction to the Panel
 - Bill Modzeleski, Associate Assistant Deputy Secretary, U.S. Department of Education
 - Pegi McEvoy, Safety Administrator, Seattle Public Schools
 - Willie Freeman, Director of Security, Newark Public Schools
 - Edward Clarke, Former Director of School Safety and Security, Montgomery County Public Schools

Agenda

- ◆ Role of U.S. Department of Education (ED) and the Office of Safe and Drug-Free Schools (OSDFS) in emergency management planning for schools
- ◆ Context for creating a safe school environment
- ◆ Question and answer session #1
- ◆ Introduction to the four phases of emergency management
- ◆ Question and answer session #2
- ◆ Available resources

ED/OSDFS' Role in Supporting Emergency Management



- ◆ Operates the "Center for School Preparedness"
- ◆ Published the *"Practical Information on Crisis Planning: A Guide for Schools and Communities"*
- ◆ Administers the Emergency Response and Crisis Management Grant Program
- ◆ Provides training, technical assistance, and resources

Bill Modzeleski

Associate Assistant Deputy Secretary

Office of Safe and Drug-Free Schools

U.S. Department of Education

**Why should a school
have an emergency
management plan?**

Importance of Planning for an Emergency or Crisis

- ◆ Emergencies of all shapes and sizes occur in schools daily
- ◆ Emergencies or crises have significant impact on students, faculty, parents, and community:
 - Physical
 - Emotional
 - Educational
- ◆ Effective planning will reduce the level of chaos that occurs during an emergency and will enable schools to return to normalcy quicker.

Need for Emergency Management Planning

Basic Statistics:

There is ample opportunity to engage in misbehavior and criminal behavior

53 million students X 180 school days =

about 9.5 billion student school days

**Don't most schools and
school districts have
emergency management
plans?**

Current Status of School Emergency Management Plans

- ◆ Most schools and school districts have emergency management plans; however, the plans are not always:
 - ◆ Comprehensive,
 - ◆ Practiced regularly,
 - ◆ Coordinated with the community,
 - ◆ Always discussed with families, staff, and students,
 - ◆ Based upon sound factual data and circumstances,
 - ◆ Regularly, updated, or
 - ◆ Used!

**What should be included
in an emergency
management plan?**

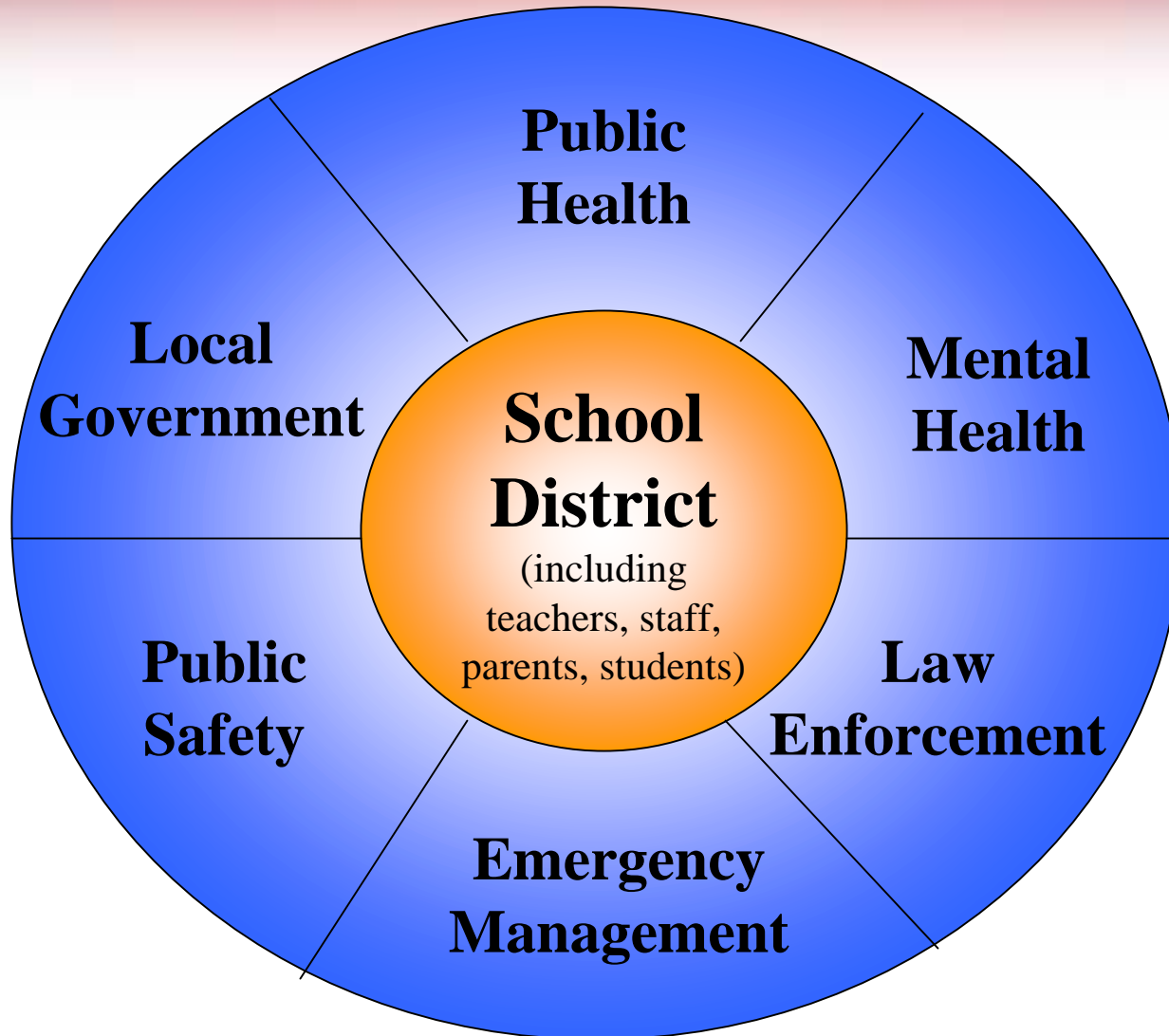
Key Components of School Emergency Management Plans

- ◆ Goal is for all school districts and schools to have emergency management plans that:
 - Address all **four phases** of emergency management
 - Take an “**all hazards**” approach
 - Are developed collaboratively with **community partners**
 - Are based upon **sound data** and information
 - Are **practiced** on a regular basis
 - Are continually **reviewed and updated**
 - Are **living documents**
 - **Include command structure**
 - Are **tailored** to conditions of individual schools

All-Hazards Approach

- ◆ *Natural* – Earthquakes, tornados, floods
- ◆ *Technological* – Power outages, nearby nuclear plant
- ◆ *Infrastructure* – Roads and bridges, utilities
- ◆ *Nonstructural* – Portable room dividers, bookshelves, suspended ceilings and light fixtures
- ◆ *Man-made* – Hazardous materials release, terrorism
- ◆ *Biological* – Pandemic flu, contaminated food
- ◆ *Physical well-being* – broken bones on playground, suicide
- ◆ *Student culture and climate* – bullying, drugs, violent behavior

Who Should be Involved in Planning?



Question and Answer Session #1

Deborah Price
Assistant Deputy Secretary
Office of Safe and Drug-Free
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What are the four phases of emergency management planning?



Pegi McEvoy
Safety Administrator
Seattle Public Schools, WA

Phase 1: Mitigation/Prevention

What is the Mitigation/Prevention Phase?

- ◆ **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
- ◆ **Prevention** is the action(s) schools and districts take to decrease the likelihood that an event or crisis will occur

Examples

◆ Mitigation Examples

- Bolting bookshelves to the wall
- Fencing hazardous areas
- Applying Crime Prevention Through Environmental Design (CPTED) principals to school grounds and structures

◆ Prevention Examples

- Policies related to food preparation, mail handling, building access, etc.
- Assessments related to threat, physical infrastructure and culture and climate
- Current school efforts such as anti-bullying prevention programs and wellness activities

Mitigation / Prevention Action Steps

- ◆ Know the school building
- ◆ Know the community
- ◆ Bring together regional, local and school leaders
- ◆ Make regular school safety and security efforts part Mitigation/Prevention practices
- ◆ Establish clear lines of communication
- ◆ Conduct a safety and security needs assessment

Highlighted Action Step: Conduct a Safety / Security Needs Assessment

- ◆ Prior to an assessment, gather current resources such as previous safety assessments as well as relevant and recent data
- ◆ Comprehensive assessments should address all hazards in the school-building, the district, the surrounding neighborhood and the greater community
- ◆ After an assessment, schools and districts should:
 - Profile and rank each risk and vulnerability
 - Implement necessary changes

Lessons Learned in Mitigation/Prevention

- ◆ Become acquainted with local first responders, community partners and the State emergency management agency in advance of an emergency so they will be familiar with the school(s) staff
- ◆ Incorporate lessons learned from previous emergencies and drills when updating emergency plans

Willie Freeman
Director of Security
Newark Public Schools, NJ

Phase 2: Preparedness

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

Preparedness Action Steps

- ◆ Identify and involve stakeholders
- ◆ Consider existing efforts
- ◆ Determine what crises the plan will address
- ◆ Define roles and responsibilities
- ◆ Develop methods for communicating with the staff, students, families and the media

Preparedness Action Steps, continued

- ◆ Obtain necessary equipment and supplies
- ◆ Prepare for immediate response
- ◆ Create maps and facilities information
- ◆ Develop accountability and student release procedures
- ◆ Practice
- ◆ Address liability issues

Highlighted Action Step: Practice

- ◆ All staff and appropriate community partners should be trained on and exercise emergency response procedures regularly
- ◆ **Types of Exercises**
 - Orientation meetings
 - Drills
 - Tabletops
 - Functional exercises
 - Full-scale exercises
- ◆ **Conducting Drills**
 - Practice a variety of scenarios and different response procedures
 - Communicate information about drills in advance
 - Evaluate and document results/lessons learned in an after-action report

Lessons Learned in Preparedness

- ◆ Communications will fail – develop alternative communications strategies in advance
- ◆ Predetermine policies for locating staff/teachers following an emergency
- ◆ Establish systems offsite for storing registration information and for conducting payroll services

Ed Clarke
Former Director,
Department of
School Safety and Security
Montgomery County
Public Schools, MD

Phase 3: Response

What is the Response Phase?

- ◆ **Response** is taking action to effectively contain and resolve an emergency through the implementation of the school's or district's' emergency management plan

Response Action Steps

- ◆ Expect to be surprised
- ◆ Assess the situation and choose the appropriate response
- ◆ Respond within seconds
- ◆ Notify appropriate emergency responders and the school crisis response team
- ◆ Evacuate or lock down the school as appropriate

Response Action Steps, continued

- ◆ Triage injuries and provide emergency first aid to those who need it
- ◆ Keep supplies nearby and organized at all times
- ◆ Trust leadership
- ◆ Communicate accurate and appropriate information
- ◆ Activate the student release system
- ◆ Allow for flexibility in implementing the emergency management plan
- ◆ Documentation

Highlighted Action Step: Documentation

- ◆ After-action briefings and reports are critical for reviewing “what worked” and identifying gaps and weaknesses in emergency management plans and responses
- ◆ Should be conducted shortly after an incident with all key stakeholders
- ◆ After-Action components:
 - Overview
 - Analysis of outcomes
 - Analysis of capacity to perform critical tasks
 - Summary
 - Recommendations
 - Specific improvements for each partner

Lessons Learned in Response

- ◆ Identify primary and alternate evacuation sites in case the primary sites are not an option during an emergency
- ◆ Move key district resources (for example, buses) out of the disaster area
- ◆ Establish a system for distributing, or disposing of, food stored in school facilities if it is a large-scale disaster and the buildings will be evacuated for extended amounts of time

Pegi McEvoy
Safety Administrator
Seattle Public Schools, WA

Phase 4: Recovery

What is the Recovery Phase?

- ◆ The **Recovery** phase is designed to assist students, staff and their families in the healing process and to restore educational operations in schools
- ◆ The key components of recovery are:
 - Physical/structural
 - Business/fiscal
 - Academic
 - Psychological/emotional
- ◆ Planning for recovery involves establishing key community partnerships, developing policies, providing training and developing memorandums of understanding

Recovery Action Steps

- ◆ Plan for recovery in the preparedness phase
- ◆ Assemble the crisis intervention team
- ◆ Return to the “business of learning” as quickly as possible
- ◆ Schools and districts need to keep students, families, and the media informed
- ◆ Focus on the building, as well as people, during recovery

Recovery Action Steps, continued

- ◆ Provide assessment of emotional needs of staff, students, families, and responders
- ◆ Provide stress management during class time
- ◆ Conduct daily debriefings for staff, responders, and others assisting in recovery
- ◆ Take as much time as needed for recovery
- ◆ Remember anniversaries of crises
- ◆ Evaluate

Highlighted Action Step: Return to the “Business of Learning”

- ◆ Business Continuity Plan and/or Continuity of Operations Plan
- ◆ Identify, in advance, who has responsibility for closing schools or sending students/staff to alternative sites
- ◆ Identify succession plans
- ◆ Ensure systems are in place for rapid contract execution

Lessons Learned in Recovery

- ◆ Pre-negotiate contracts for transportation, food, construction and other district needs
- ◆ Provide care for the “care-givers” during and after crisis events
- ◆ Implement a system to manage receipt of donations
 - Establish locations for storing and strategies for delivering
 - Determine what donations will be accepted – for example, gift cards

Question and Answer Session #2

Deborah Price
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Office of Safe and Drug-Free Schools
U.S. Department of Education

Available Resources

- ◆ U.S. Department of Education Emergency Planning Web site
 - www.ed.gov/emergencyplan
- ◆ Practical Information on Crisis Planning Guide
 - <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
- ◆ Emergency Response and Crisis Management Grantees
 - FY05 ERCM grantees
<http://www.ed.gov/programs/dvpemergencyresponse/184e05awards.doc>
 - FY06 ERCM grantees
<http://www.ed.gov/programs/dvpemergencyresponse/fy2006awards.html>
- ◆ Emergency Response and Crisis Management Web cast
 - <http://www.kidzonline.org/ercm/>

Available Resources

- ◆ Emergency Response and Crisis Management (ERCM) Technical Assistance (TA) Center
 - www.ercm.org
 - Presentations from previous ERCM training events
 - Technical Assistance Request form
 - ERCMExpress Newsletters
 - Emergency Management for Schools Training events