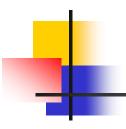# Minnesota School Safety Center

schoolsafety.dps.mn.gov

Overview

- Minnesota School Safety Center

- Crisis Management Planning for Schools

- Safe School Assessment Training

- Active Shooter/Intruder Protocols
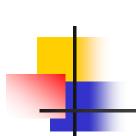
- Threat Assessment Process in Schools

Mission of the School Safety Center

The mission of the MnSSC is to serve as a resource to schools, law enforcement, emergency responders and community partners by providing information, guidance, training and technical assistance for all-hazard safety planning.

The MnSSC coordinates its prevention, protection, mitigation, response and recovery activities with federal, state and local partners.

Minnesota School Safety Center Contacts

Nancy Lageson – School Safety Center Director

Randy Johnson – Emergency Planning Coordinator

Gina Wieler – School Resource Officer Coordinator

Mike Christianson – Safe School Assessment Coordinator

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HSEM

Homeland Security and Emergency Management

Minnesota School Safety Center

Crisis Management

Planning for Schools

schoolsafety.dps.mn.gov

Randy Johnson

Emergency Planning Coordinator

Objectives

- Unit 1: Why Plan for Emergencies

- Unit 2: Responding Using the Incident Command System

- Unit 3: Developing the School Emergency Plan

- Unit 4: Training and Testing the Plan

"The "Wizard of Oz"

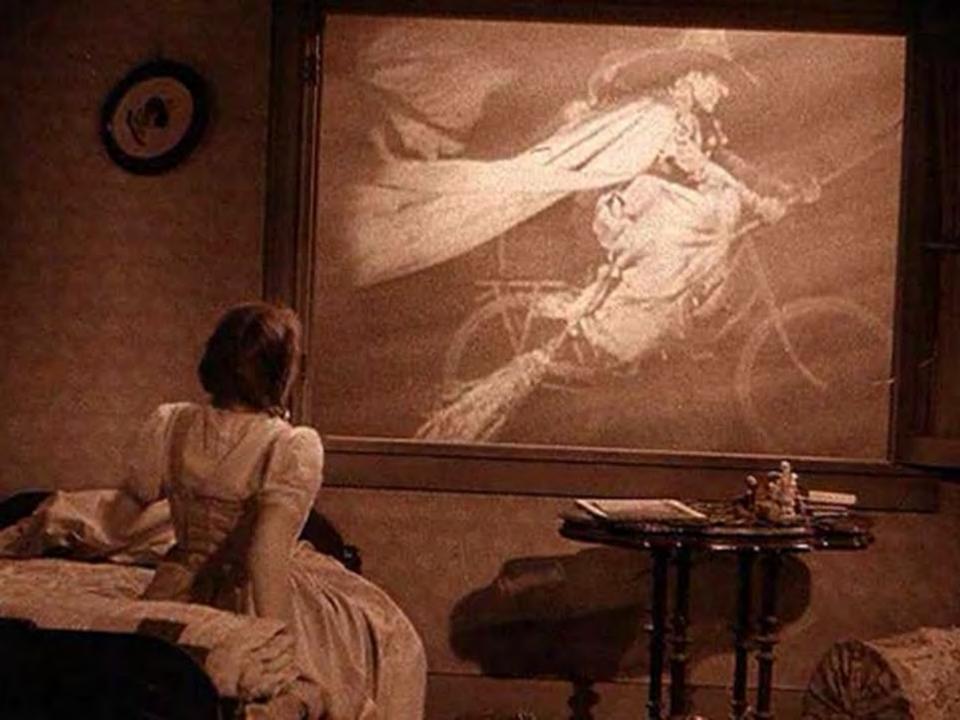Metro Goldwyn Mayer Picture

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BY
LOEW'S INCORPORATED

Unit 1:
Why Plan for Emergencies

Why Plan for Emergencies?

- *Why should schools plan for emergencies?*

  - Schools are responsible for providing a safe and healthy learning environment

  - State laws require planning and testing of the plan

  - Preparedness builds confidence in the school community

  - Planning prevents injuries and saves lives

  - Response to emergencies is improved

  - Benefits extend to home and community

Why Plan for Emergencies?

■ *Plan for ...*

◆ Natural hazards
(fire, severe weather)

◆ Technological hazards
(tanker spill, train accident, airplane crash)

◆ Acts of violence (school shooter, terrorism, intruder, bomb threat, fight)

Intro Activity: Preparing for Emergencies

- *What if ... ?*

  - *Brainstorm the problems you might encounter based on the question assigned to your group*

  - *Pick a facilitator for your group to report back*

Preparing for Emergencies

Preparing for Emergencies
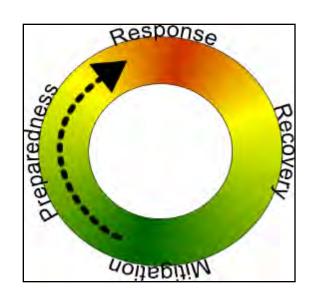
- "Do everything you can, knowing you can't do everything."
- Ronald Stephens; *Executive Director of the National School Safety Center.*

Emergency Management Cycle

Emergency management is an organized process by which communities:

- *PREVENT* incidents from occurring

- *MITIGATE* risks

- *PREPARE* for hazards that cannot be prevented or fully mitigated

- *RESPOND* to emergencies that occur

- *RECOVER* from emergencies to restore the district and community to a "new normal"

All Hazard Emergency Plans

An All Hazards approach to emergency planning is a *nationally recognized standard* for school safety promoted by the

Hazard Mitigation

- Any action taken to reduce the loss of life or damage to property from all hazards.

(44 CFR 206.401)

Hazard Mitigation

SCHOOL examples

- Securing / labeling chemicals

- Storing classroom displays in non-breakable containers

- Retrofitting with:
    - locks
    - sprinklers

- Ensuring exterior needs are tended to

Hazard Mitigation

Some hazards ...

- Cannot be mitigated

- Are too costly to mitigate

School officials must plan for these hazards

Prevention / Mitigation

Keeping schools safe through:

- Safe school assessments
  (facility assessments, school climate assessments)

- Improved surveillance and security

- Safe Schools program opportunities
  (mentor programs, after school programming, anti-bullying and violence prevention programs, student assistance teams, threat assessment process)

- Drills and exercises

Preparedness

- *Preparedness is the continual process by which school and community officials develop a plan that includes:*

  - What emergencies they will prepare for

  - How they will recognize that a threat exists

  - How they will respond to an emergency

  - What steps they will take to recover from the emergency

Preparedness Includes . . .

- **P**lanning
- **O**rganization
- **E**quipment
- **T**raining
- **E**xercises

Response

Plan implementation

- Communication
- Student accountability
- Parent notification/ reunification
- Documentation

Response

For effective response:

- Train all school personnel

- Conduct drills and other exercises

- Collaborate and test the plan with community emergency responders

Recovery

Recovery involves:

- Medical issues

- Psychological issues

- Infrastructure issues

- Liability issues

- Insurance issues

Recovery

Recovery elements:

- Physical/structural damage

- Financial/business losses

- Class resumption

- Social/emotional issues

Unit 2:
Responding Using the Incident Command System

Objectives :

- To describe the benefits of Incident Command System (ICS) for school planning and preparedness.

- To apply concepts and principles of ICS to your school's/district's emergency plan.

- To apply Unified Command principles to a school incident.

- To identify the steps to be taken to incorporate ICS into school response plans.

This lesson is a review and assumes that you have completed ICS-100.

Managing Incidents

Scenario: A second-grade class is on a science field trip to a State park. Although the day started out bright and sunny, severe weather is now threatening. The lead teacher decides to end the trip a little early to avoid getting caught in a storm.   Students are organized and loaded onto the bus. The final count reveals that one student is missing. Other students and teachers report that they last saw the missing student at a spot near where the river and dense wooded area meet. While the students wait on the bus, a few teachers and park personnel search the area but fail to find the missing child.

Questions:

What are the priorities?

What are the incident management challenges?

Coordination Among Agencies

A wide-area search is underway for the student who is missing. The search covers the areas shown on the map.

What organizations or agencies may be part of the response?
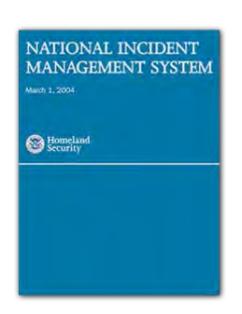
What activities are being coordinated?

National Incident Management System (NIMS) Components & ICS

Preparedness

Communications and Information Management

Resource Management

Command and Management

Ongoing Management and Maintenance

Incident Command System

Multiagency Coordination Systems

Public Information

Additional Information: www.fema.gov/NIMS

NATIONAL INCIDENT MANAGEMENT SYSTEM

March 1, 2004

Homeland Security

ICS Mandates

- NIMS requires all levels of government to:
  - Prepare for and use ICS for all domestic responses.
  - Adopt ICS as a condition of receiving Federal preparedness funding.

- This requirement also applies to schools and school districts receiving emergency preparedness funding, including the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) grants.

ICS Features: Review

- Common terminology
- Chain of command and unity of command
- Unified command
- Modular organization
- Management by objectives
- Reliance on an Incident Action Plan (IAP)
- Manageable span of control
- Incident locations and facilities
- Comprehensive resource management
- Information and intelligence management
- Integrated communications
- Establishment and transfer of command
- Accountability
- Dispatch/deployment

Common Terminology – No Codes!

Using common terminology helps to define:

- Organizational functions
- Incident facilities
- Resource descriptions
- Position titles

Common terminology allows school personnel to integrate seamlessly with first responders.
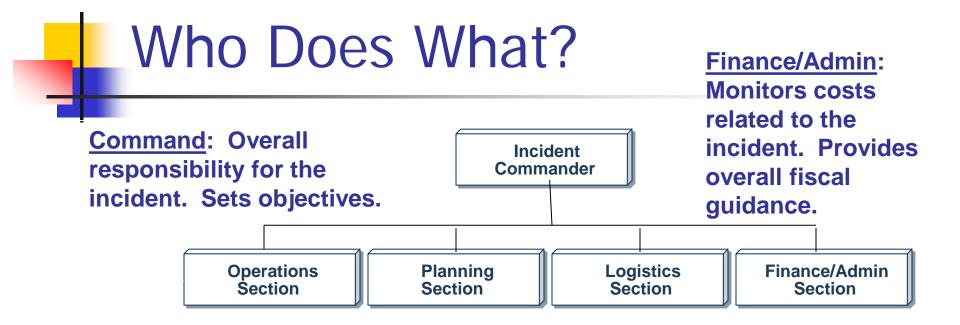
ICS Organization

ICS differs from the day-to-day, administrative organizational structures and positions :

- Unique ICS position titles and organizational structures are designed to avoid confusion during incident response.

- Rank may change during an incident. For example, a "chief" may not hold that title when deployed under an ICS structure.

Who Does What?

Command: Overall responsibility for the incident. Sets objectives.

Finance/Admin: Monitors costs related to the incident. Provides overall fiscal guidance.

```
                    ┌─────────────────┐
                    │     Incident    │
                    │    Commander    │
                    └─────────────────┘
                            │
    ┌───────────────┬───────┴───────┬───────────────┐
┌─────────┐   ┌─────────┐     ┌─────────┐     ┌──────────────┐
│Operations│   │Planning │     │Logistics│     │Finance/Admin │
│ Section  │   │ Section │     │ Section │     │   Section    │
└─────────┘   └─────────┘     └─────────┘     └──────────────┘
```

Operations: Develops the tactical organization and directs all resources to carry out the Incident Action Plan.

Planning: Develops the Incident Action Plan to accomplish the objectives

Logistics: Provides resources and all other services needed to support the incident.

Functional Responsibilities

Command

Operations

Planning

Logistics

Finance /Administration

- In charge of all the stuff

- Do the stuff

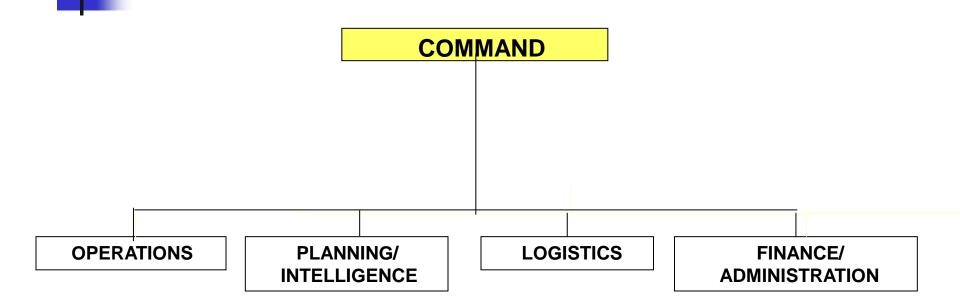- Keep track of what stuff has been done, what is being done and may have to be done

- Get the stuff

- Pay for all the stuff

ICS Organization

```
                    ┌──────────────────┐
                    │     COMMAND      │
                    └────────┬─────────┘
          ┌──────────────┬───┴────────┬──────────────────┐
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  │  OPERATIONS   │ │  PLANNING/  │ │ LOGISTICS │ │     FINANCE/     │
  │               │ │INTELLIGENCE │ │           │ │  ADMINISTRATION  │
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FIVE FUNCTIONAL AREAS
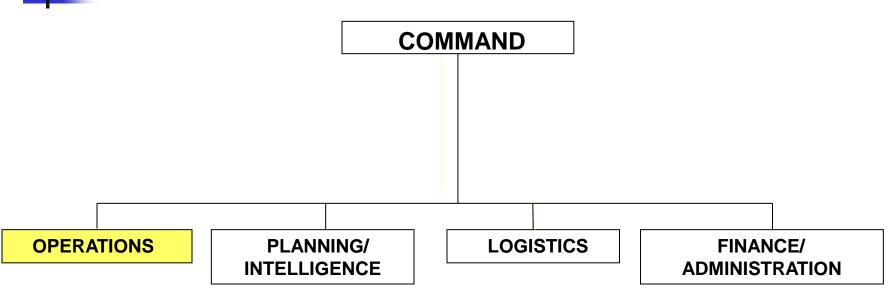
Incident Commander

- Determine strategic goals
- Assess incident priorities
- Determine tactical objectives
- Develop organizational structure
- Manage incident resources
- Coordinate overall incident activities
- Ensure responder safety
- Coordinate activities of outside agencies
- Authorize release of information to media

"In charge of all of the stuff"

ICS Organization

```
                    ┌─────────────────┐
                    │     COMMAND     │
                    └─────────────────┘
          ┌──────────────┬──────┴──────┬──────────────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│  OPERATIONS  │ │  PLANNING/   │ │  LOGISTICS   │ │   FINANCE/   │
│              │ │ INTELLIGENCE │ │              │ │ADMINISTRATION│
└──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘
```

FIVE FUNCTIONAL AREAS

OPERATIONS

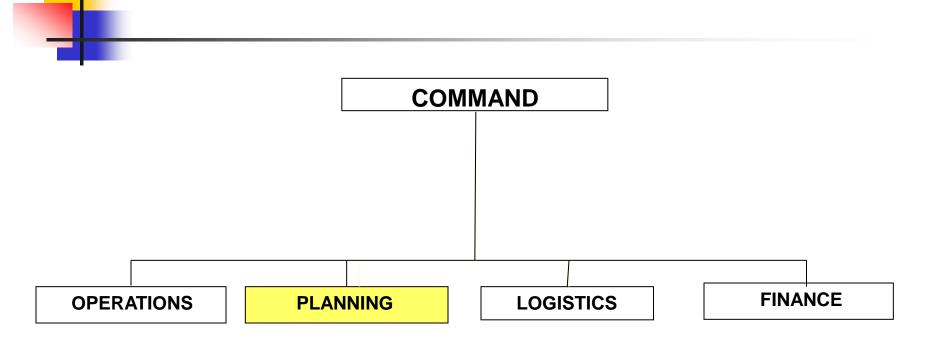Responsible for management of all tactical activities at the incident:

- Direct and coordinate all tactical operations
- Assist the I.C. in developing strategic goal and tactical objectives for the incident
- Develop operational plans
- Request or release resources via the I.C.
- Consult with I.C. on the action plan
- Supervise the Staging area manager(s)

"Do stuff"

ICS Organization

```
                    ┌──────────────────┐
                    │     COMMAND      │
                    └──────────────────┘
                             │
    ┌────────────┬───────────┴───────────┬────────────┐
┌─────────┐ ┌─────────┐          ┌──────────┐ ┌─────────┐
│OPERATIONS│ │PLANNING │          │LOGISTICS │ │ FINANCE │
└─────────┘ └─────────┘          └──────────┘ └─────────┘
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FIVE FUNCTIONAL AREAS

Planning Responsibilities
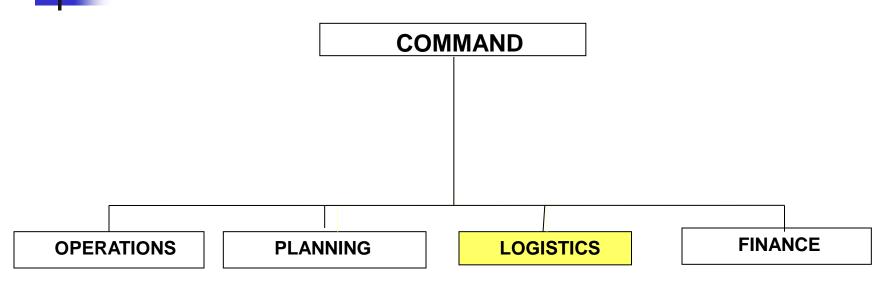
- ### Information Management
  SITUATION STATUS - Past, Current, Predicted
  RESOURCE STATUS - Current, Predicted

- ### Planning for Operational Periods

- ### Assists the Incident Commander

"Keep track of what STUFF has been done, is being done and may have to be done."

ICS Organization

```
                    ┌─────────────┐
                    │   COMMAND   │
                    └──────┬──────┘
        ┌──────────────┬───┴───┬──────────────┐
┌───────────┐  ┌───────────┐  ┌───────────┐  ┌───────────┐
│ OPERATIONS│  │  PLANNING │  │ LOGISTICS │  │  FINANCE  │
└───────────┘  └───────────┘  └───────────┘  └───────────┘
```

FIVE FUNCTIONAL AREAS

LOGISTICS

Responsible for providing facilities, services, and materials for the incident:
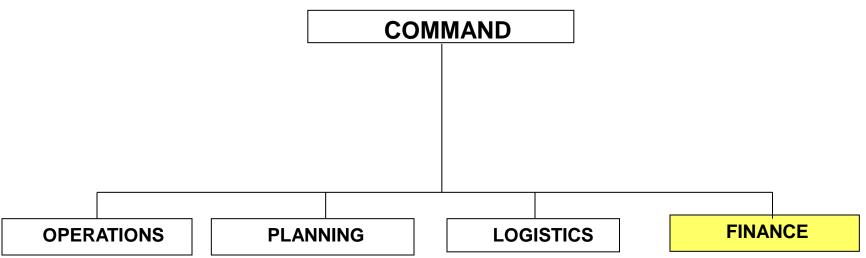
- Acts as "supply sergeant" for incident
- Manages service and support resources
- Responsible for tracking resources

"Get stuff"

ICS Organization

```
                    ┌─────────────────┐
                    │     COMMAND     │
                    └────────┬────────┘
         ┌───────────────┬───┴───────────┬───────────────┐
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│   OPERATIONS   │ │  PLANNING  │ │ LOGISTICS  │ │  FINANCE   │
└────────────────┘ └────────────┘ └────────────┘ └────────────┘
```

FIVE FUNCTIONAL AREAS

Finance

Responsible for all costs and financial considerations of the incident:

- Future payments
- Future budgeting
- Payment of personnel costs
- Cost Recovery

"Pay for all the stuff"
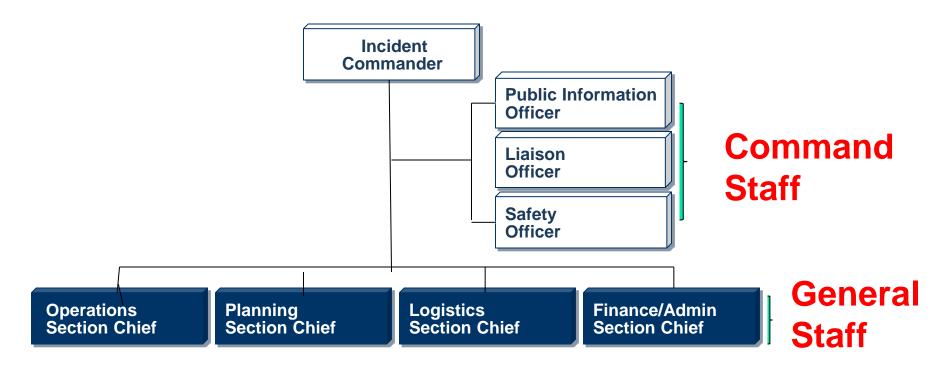
General and Command Staff

As the incident expands in complexity, the Incident Commander may add Staff Sections to maintain span of control.
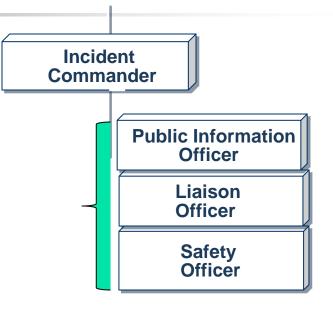
Command Staff

Provide information, liaison, and safety services for the entire organization.

In a school incident, what are the unique Command Staff qualifications?

Incident Commander

Public Information Officer

Liaison Officer

Safety Officer

Unity of Command

Under unity of command, personnel during an incident:

- Report to only <u>one</u> incident supervisor

- Receive work assignments only from the assigned supervisor

Incident Commander

At an incident, the higher ranking person will either assume command, maintain command as is, or transfer command to a third party.

The __most qualified__ person is designated as the Incident Commander independent of rank.

Incident Commander's Role

The Incident Commander is the only position that is <u>always staffed</u> in ICS applications.

<u>The Incident Commander:</u>

- Provides overall leadership for incident response
- Ensures incident safety
- Takes policy direction from the Executive/Senior Official (e.g., Principal, Superintendent)
- Delegates authority to others
- Establishes incident objectives

When Command Is Transferred

A thorough briefing occurs when command is transferred. Command is transferred when:

- A jurisdiction or agency is legally required to take command.

- A more qualified Incident Commander arrives.

- Incident complexity changes.

- The current Incident Commander needs to rest.

What would you include in a transfer of command briefing?

Scenario

Several minutes ago, a tornado struck the school without warning. You were not injured but are isolated in a damaged part of the building with students and no other school personnel. You have taken command of the response.

What is the first action that you would take?

Incident Objectives

Incident objectives are established based on the following priorities:

#1: Life Safety

#2: Incident Stabilization

#3: Property Preservation

What additional priorities are critical for managing school incidents?

Unified Command
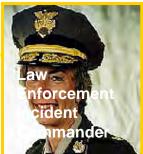
The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.
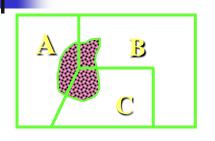

Fire & Rescue Incident Commander

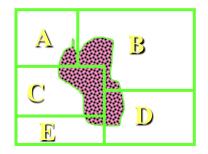Law Enforcement Incident Commander

School Incident Commander

Unified Command Applications

Incidents that affect more than one political jurisdiction

Incidents involving multiple agencies within a jurisdiction

Incidents that impact multiple geographic and functional agencies

Overcoming Barriers to Unified Command

**What are the
potential barriers to school
personnel being included
in the Unified Command?**

**How can you
overcome these
barriers?**

Making Unified Command Work

- Include key community response personnel as part of the school emergency planning process.

- Make sure that first responders know what the school's legal and ethical responsibilities are during an event.

- Learn ICS so that you can blend into the response structure.

- Practice together during exercises and planned events.

Training, Credentialing, and Exercising

- Do you have sufficient qualified personnel to assume ICS Command and key General Staff positions?

- Can you verify that personnel meet established professional standards for:
  - Training?
  - Experience?
  - Performance?

- When was the last tabletop or functional exercise that practiced ICS? Do you use ICS during planned events (e.g., graduation, field trips)?

Unit 3:
Developing the School Emergency Plan

Objectives

- To understand the process for emergency planning in schools

- To learn the process for conducting a safe school self assessment to identify vulnerabilities

- To learn the functions of district and building response teams

- To understand how to access needed community resources

Introduction to Planning

- Planning is a "together" process

- Planning is cyclic

- There is no quick fix

Emergency Planning—
A 6-Step Process

- Step 1: Identify the planning teams
- Step 2: Identify the hazards

- Step 3: Analyze the hazards to determine vulnerabilities

- Step 4: Develop the plan

- Step 5: Find and develop resources

- Step 6: Train and exercise the plan

Step 1: School Emergency Planning Teams

- District:
  - Response team
  - Recovery team
  -

Building:

Response team

Medical response team

School Emergency Planning Teams

- Effective team development :
  - Strengthens relationships
  - Facilitates clear communication
  - Includes participation at all levels

The District Planning Team Members

Key individuals and functions

- Superintendent and one or more principals

- District directors from these functions: finance, facility, transportation, technology, food services, communications, special education, safety and security

- Student support services representative

- Lead nurse

- Teacher representative

District Team Functions

- Provide mission / vision for the district as a safe school community

- Review policies and procedures to support emergency planning

- Conduct a safety audit/emergency audit of district facilities

- Develop the district crisis management plan

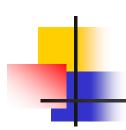- Review, approve and coordinate building plans

The Building Planning Team

- Principal and assistant principals
- Transportation coordinator
- Custodian
- Teacher representative
- Special education representative
- Media services
- Nurse or health aide
- Cafeteria manager
- After school activities supervisor
- Social worker, other student support staff

Building Team Functions

- Develop the building's emergency response plan and procedures

- Work with the district team and community emergency responders on staff training and conducting drills

- Use the Incident Command System for response to emergencies in the building

- Conduct a safe school self-assessment of the building and grounds

Unit 4:

Training and Testing the Plan

Objectives

- Know the training necessary for school personnel

- Understand the types of exercises and purposes of each

- Learn how to plan for and schedule drills

- Explain the steps involved in exercise development

Training

- *Training: the "bridge" linking planning and exercising*

  - Who should be trained?

  - What should they be trained to do?

  - How often will training be provided and who will do it?

Training

- *Training challenges in schools*

  - Limited staff development time

  - Faculty/staff not familiar with emergency responder role

  - Teachers and administrators not trained in handling emergencies in degree/certification programs

  - Emergency response trainers not familiar with school environment

Training

- Orientation seminars

- Workshops

- Staff in-service

Training

- **Possible topics:**

  - Protocols for receiving and documenting threats

  - Staff responsibilities

  - NIMS/ICS for administrators and emergency teams

  - Universal procedures

Training

■ **Hands-on training:**

- Demonstrates specialized skills

- Allows for practice

- Helps maintain proficiency

What are some examples for school staff training?
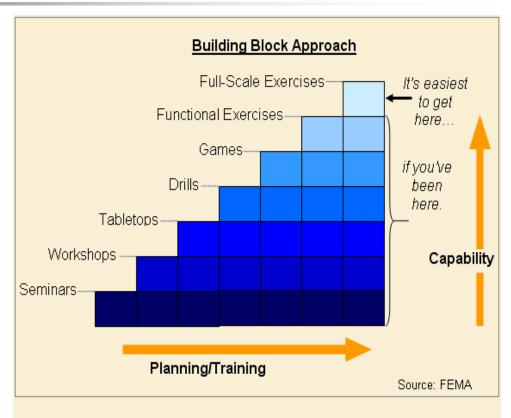
Why Exercise?

Why Exercise?

- *Why should schools exercise their plans?*

- You will revert to your prior training when responding to an emergent emergency event.

Types of Exercises

- Drills

- Tabletop Exercises

- Functional and Full Scale Exercises

Building Block Approach

Full-Scale Exercises — It's easiest to get here...

Functional Exercises

Games — if you've been here.

Drills

Tabletops

Workshops

Seminars

Capability

Planning/Training

Source: FEMA

Source: Federal Emergency Management Agency (FEMA)

Drills

Drill – a supervised activity that tests a specific operation or function of a single agency

Drills help to...

- Clarify roles and responsibilities

- Improve coordination

- Find resource gaps

- Develop individual performance

- Identify opportunities for improvement

School Drills in Minnesota

- Mandatory drills
  - 5 Fire drills
  - 5 Lockdown drills
  - 1 Severe weather drill

- *Every year*
- *Every building*

MnSSC Drill Toolkit

Drills: Universal Procedures

- Evacuation/Relocation

- Reunification/Student Release

- Lockdown/Lockout

    - with warning

    - with intruder

- Reverse Evacuation

- Shelter in Place

- Severe Weather Shelter Area

Common Aspects of Universal Procedures

- Use of clear language – no codes

- Student accountability – taking attendance

- Providing assistance for special needs

- Use of Go-Kits

- Consideration of those outside the building

- Pre-planning with emergency responders

School-based drill scenarios

- Bomb threat

- Intruder Lockout/Lockdown

- Hazardous materials release

- Explosion

- Fire

- Tornado

Planning for Drills

- Make a drill schedule

- Walk through procedures

- Involve fire and police departments in planning

- Vary drill times during the school day and year

- Include more than one universal procedure in a drill (i.e. lockdown followed by evacuation)

- Block evacuation routes

- Conduct a review with staff after a drill

Emergency Go-Kits and Buckets

- Portable collection of emergency supplies and information

- Stored in secure but readily accessible locations

Types of Exercises

- **Discussion-based** (tabletop)
- centers on participant discussion and problem-solving

Tabletop Exercises

- Provide for low-stress discussion of plans

- Enhance understanding of new concepts

- Resolve questions of coordination and responsibility

- Facilitate relationship building

- Provide practice in group problem solving

Tabletop Exercises

- Informally walk through a hypothetical emergency

- First responders and key school staff identify and resolve issues

Tabletop Exercises

Possible topics:

- Implementing Incident Command
- Communication between
    - building and district response
    - teams
- School resources—where they
    - come from and how they are
    - obtained
        - *What school tabletops have you done?*

Functional & Full Scale Exercises

- **Functional**
  - Tests specific plan functions
  - Does not involve physically moving equipment or teams
  - Simulates an emergency under crisis time constraints
- **Full scale**
  - Tests entire response: moving of equipment and personnel responding in real time
  - Multi-agency, multi-discipline involvement

Functional & Full Scale Exercises

School-based scenarios:

- Bomb threat

- Explosion in chemistry lab

- Parent/student reunification

- Coordination of emergency public information with community response

- Intruder in school

Developing Exercises

Exercise planning team

Who should be on
the planning team...

From the school/district?
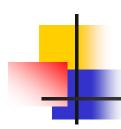
From community responders?

Developing Exercises

- Exercise planning team responsibilities:

  - Determine exercise objectives

  - Create probable scenarios

  - Conduct briefings and trainings

  - Evaluate exercise

Determining What To Test

- Using the safe school assessment and hazard analysis, consider:
  - **Hazards**
    Highest priority and probability of occurrence
  - **Secondary hazards**
    Communications breakdowns, power outages
  - **Safety issues**
    Building access
    Transportation issues

Determining What To Test

- *Then consider:*
  - Functions
    Communications, coordination
  - Participants

    School staff

    Emergency responders
  - Past exercises

    Test for improvement

Developing Exercises

- Address serious problems first

- Cover what's reasonable for time allotted

- Exercise parts of the plan related to exercise objectives

- Avoid unnecessary complications

- Plan for evaluation

Exercise Evaluation

- Assess achievement of exercise objectives

- Identify opportunities for improvement

- Identify gaps in the plan

- Propose changes to the plan and procedures

Resources   schoolsafety.dps.mn.gov