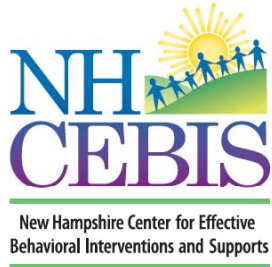


Emergency Response Planning for MAST Leadership Team

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6. Community-Based Referral Processes

1. Intensive Supports Coordinator

5. Emergency Planning Team

4. Crisis Response/De-escalation Team

Universal Primary Prevention

SAU/
District-wide Administrative Team

3. School-Based Referral Processes

Targeted Secondary Prevention

2. Staff Trained in Intensive Supports

PBIS-NH
School-Based Tertiary Systems
Muscott, Mann & Berk (2007)

**PBIS-NH
School-Based
Tertiary Systems
Muscott, Mann &
Berk (2007)**

**5. Emergency
Planning
Team**

**Universal Primary
Prevention**

**SAU/
District-wide
Administrative
Team**

**Targeted Secondary
Prevention**

How Would Your School Respond?

A student runs up to you and says two “big kids” are walking through back playground and she thinks one of them has gun. The 2nd & 3rd grade classes are having recess on playground.

How Would Your School Respond?

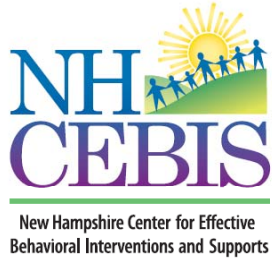
Two students run into the classroom and scream that strong smell and smoke is coming from the computer room. They indicate that smell hurts their eyes & throat & it seems to be spreading through hallways.

What's an Emergency?

- Emergencies range in scope and intensity from incidents that directly or indirectly affect a single student to ones that impact an entire community.
- They can happen before, during or after school and on or off school campuses.

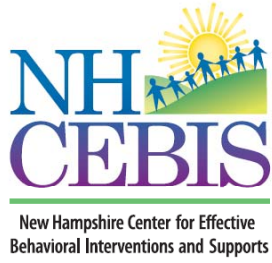
Other Emergency Examples

- Stranger in the building
- Bomb threat/explosion
- Student with gun/weapon on campus
- Serious injury/death
- Serious fight
- Drug deal on campus
- Weapon possession
- Natural disasters
- Kidnapping/hostage taking



NH Law 189:64 Emergency Response Plans. –

I. Within 2 years of the effective date of this section, every public and nonpublic school shall develop a site-specific school emergency response plan which is based on and conforms to the Incident Command System and the National Incident Management System. The plan shall provide that at least 2 of the currently required number of fire evacuation drills shall be emergency response drills. The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies, and any other hazard deemed necessary by school officials and local emergency authorities. The first emergency response drill shall be conducted within one year of the completion of the plan.



189:64 Emergency Response Plans. –

II. The plan shall be coordinated with local emergency authorities and with the emergency operations plan in the municipality in which the school is located. A school shall review its plan at least annually, and shall update the plan, as necessary. The director of homeland security and emergency management, department of safety shall assist school districts in conducting training for and providing support to school districts in the development, implementation, and review of an emergency response plan, as may be needed.

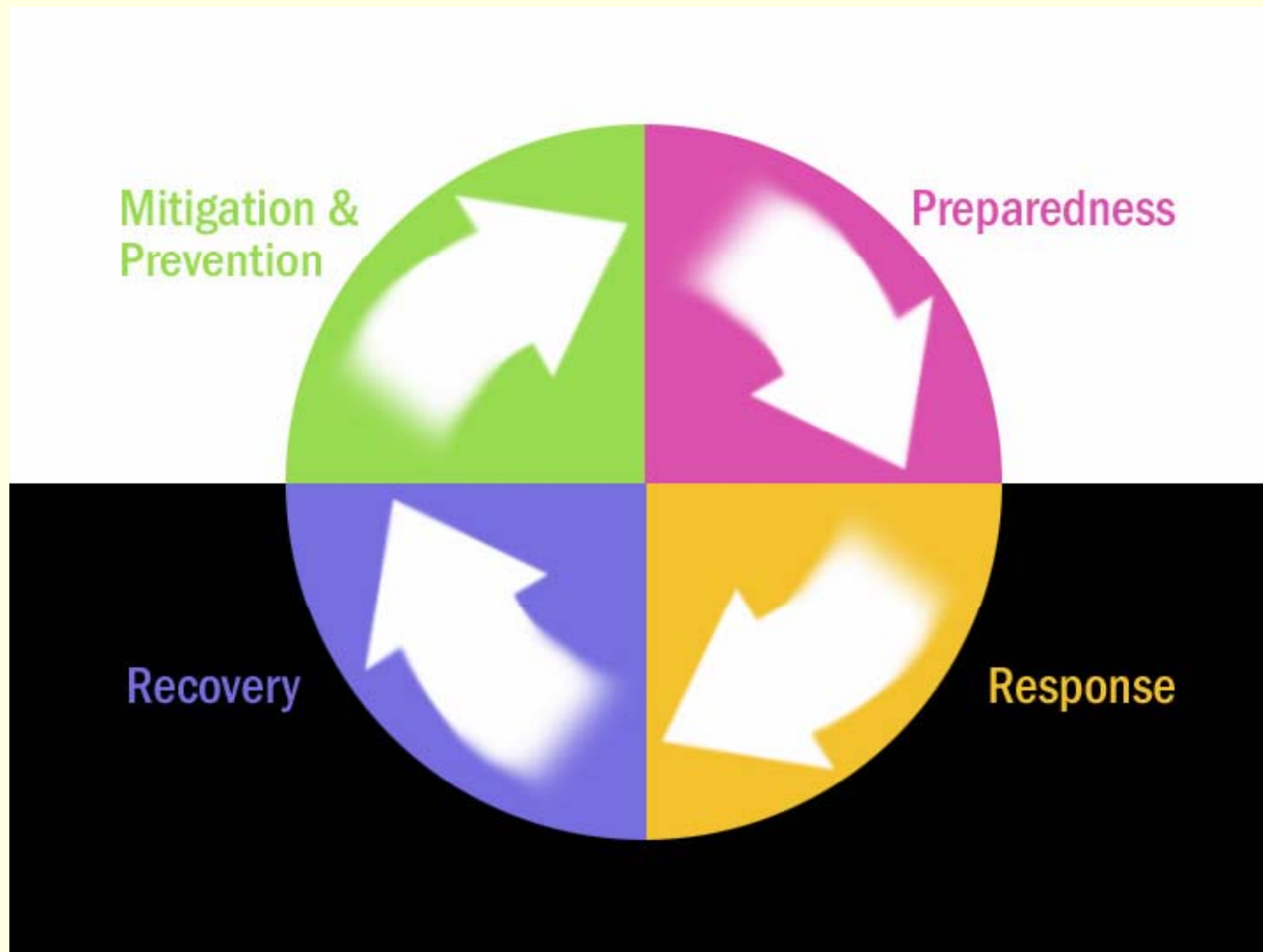
Source. 2007, 92:1, eff. July 1, 2007.

Lessons Learned: White House Conference on School Safety

- Students, staff, & community must have means of **communicating** that is immediate, safe, & reliable
- Positive, respectful, predictable, trusting student-teacher-family **relationships** are important
- High rates of **academic & social success** are important
- Positive, respectful, predictable, trusting **school environment/climate** is important for all students
- Metal detectors, surveillance cameras, & security guards are **insufficient deterrents**

Practical Information on Crisis Planning: A Guide for Schools and Communities

U.S. Department of Education
August 2004



Sequence of Emergency Management

- Mitigation/Prevention addresses what schools and districts can do to reduce or eliminate risk to life and property.
- Preparedness focuses on the process of planning for the worst-case scenario.
- Response is devoted to the steps to take during a crisis.
- Recovery deals with how to restore the learning and teaching environment after a crisis.

Mitigation

- The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.
- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Preparedness

- Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.
- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

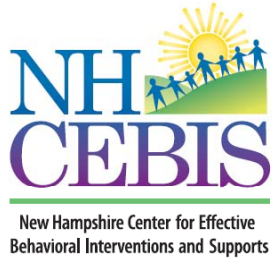
- A crisis is the time to follow the crisis plan and make use of your preparations.
- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Recovery

- During recovery, return to learning and restore the infrastructure as quickly as possible.
- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture “lessons learned” and incorporate them into revisions and trainings.

Emergency Preparedness Plans

- Effective plans must include (a) structured procedures for each type of crisis, (b) a trained in-school team, (c) effective, efficient and foolproof ways to communicate among staff and connect with needed emergency and mental health care staff and families, (d) and plans for community-wide post-crisis treatment to reduce the likelihood of any lasting psychological or other effects on children, families and staff (Osher, Dwyer & Jackson, 2004).



Exercising School Emergency Response Plans

Mark Weimerskirch, MBA
Risk Solutions International

- An **exercise** is a *focused practice activity that places the participants in a simulated situation requiring them to function in the capacity that would be expected of them in a real event.*
- Its purpose is to promote preparedness by testing policies and plans and training personnel.

Benefits of Exercise

- Tests and evaluates capabilities, plans, policies, and procedures.
- Reveals planning weaknesses.
- Reveals gaps in resources.
- Improves organizational coordination and communications.
- Clarifies roles and responsibilities.
- Trains personnel in roles and responsibilities.
- Provides training for all community partners
- Improves individual performance.
- Are inexpensive and can be conducted in an hour or less.

Types of Preparedness Exercises

- Orientation
- Drill
- Tabletop exercise
- Functional exercise
- Full-scale exercise

Orientations

- **Orientations** are overviews or introductions to a school or district's crisis/emergency management program.
- Conduct **orientations** with all stakeholders in the community to acclimate them with your emergency management program and your schools/facilities.
- Meet with faculty, staff, students and parents at the beginning of the school year.
- Invite the Police Dept., Fire Dept. and Emergency Management to visit your school.

Drills

- **Drills** are coordinated, supervised, activities used to test a specific operation or function of the emergency response plan.
- Conduct evacuation, shelter-in-place and lockdown **drills** with all school occupants to provide them with the steps they need to take if they are confronted with an emergency.
- Fire/Evacuation
- Change the Evacuation Route during drill.
- Have Fire Department evaluate one per year.
- Tornado/Shelter-in-Place
- Lockdown
- Test 2 times per year-1. When classes are in session. 2. Between class periods.
- Have Police Department evaluate one per year.

Tabletop Exercises

- **Tabletop Exercises (TTXs)** are facilitated exercises which analyze an emergency event in an informal, stress-free environment.
- TTXs illustrate the importance of teaming with external responders in order to respond to, stabilize, terminate and recover from emergencies.
- TTXs include senior school administrators.
- Tabletops can be completed in 45 minutes to an hour.
- Conduct a Post-Incident Critique after the TTX.
- Develop an After-Action Report.

Functional Exercises

- **Functional Exercises** are interactive exercises that test the capabilities of school and district emergency response teams in responding to a simulated event.
- **Functional exercises** provide a hands-on approach to test a certain function of the plan and observe the team's actual use of physical facilities and equipment.
- **Types of Functional Exercises:**
 - Bus Transfer Exercise
 - Reunification Process Exercise

Full-scale Exercises

- **Full-scale Exercises** simulate a real event as closely as possible. It requires the mobilization and actual movement of emergency personnel, equipment, and resources.
- When your team is ready, plan a **full-scale exercise** that will test the capabilities of your district and local emergency responders.
- **Full-scale exercises** test resources, staffing allocations, information analysis, interagency relationships and emergency response plans and procedures.
- **Full-Scale exercises** will provide the district and the community with an effective training exercise that will offer valuable information for improving the current capabilities of all stakeholders