

Instructor Notes:

OBJECTIVES:

1. To provide participant's information on how to effectively coordinate & sustain an environment of "safe schools"
2. To contrast the school's mission with that of emergency management's role
3. To provide those present an opportunity to openly discuss issues relevant to their experiences
4. To involve participant's in emergency scenarios that reflect the 'real world'

OH: Contrast of Mission Statements

OH: Goal of workshop

Objectives of scenario exercises

1. To engage participants in scenario to utilize as an exercise throughout the session
2. To give the participant a common experience of process

Put issues listed by participants from exercise on flipchart

Instructor Outline
School Emergency Preparedness Workshop
Michigan State University
Regional Community Policing Institute
and
Michigan State Police - Emergency Management Division

- I. Introduction: An overview of the summit is presented
 - A. Facilitator / instructor introduction
 1. MSU's role
 2. COPS program at MSU
 - B. Participant Introductions:
 1. Participants introduce themselves and their position, agency, or institution
 2. Participants indicate "why" they are present.
 - C. Contrast of Mission Statements:
 1. School's Mission: to educate and protect students.
 2. Emergency Management's mission: to save lives and protect property
 - a. Emergency management is a management system used to control events that have the potential to cause any deaths or injuries or inflict property damage
 - b. Necessity for schools to incorporate this role as a part of doing business in today's world
 - D. Introductory activity: Presentation of an emergency scenario / situation which schools may face. This scenario will be referred to throughout the day as various issues related to emergency management are addressed. (This introductory activity is designed to get the participants to begin thinking immediately about their role and how they fit into the response to a specific school situation that has just occurred, such as an explosion and how they would react.)
 - i. Participant's immediate response as a teacher, fire fighter, law enforcement officer, or school administrator.
 - ii. Expectations of responders
 1. Realistic versus unrealistic
 2. How to work effectively together

OH: Objectives of
School Emergency
Preparedness
Workshop

OH: Terms

BREAK

4 x 6 cards handout

List questions from
participants on flip
chart

-- post on wall

Objectives for MI
Emergency
Management System:

1. To acquaint participants with Michigan Public Act 390 requires all counties and cities over 10,000 population to develop and Emergency Operations plan and to designate and Emergency Mgt Coordinator
2. To assist participants in understanding the levels of local, state, & federal responsibilities / services
3. To pinpoint specifics of what local agency responsibilities are

(Introduction -- continued)

iii. Examples of scenarios

- aa. A loud "bang" was heard and explosion seen at a Middle School with part of the building collapsing.
- bb. A large "bang" was heard coming from the school during a pep rally. Upon entering the building, some students are injured, others running for the exits.

E. Goal of the workshop:

To provide a setting where schools, planners, emergency responders, and other partners can come together to learn new information on how to effectively coordinate and sustain activities addressing safe schools.

F. Objectives of the workshop: (OH)

1. To understand the four phases of comprehensive emergency management.
2. To understand the necessity of continued dialogue with all community partners.
3. To recognize the strengths/weaknesses of a safe school plan
4. To identify resources available to you for safe school planning.
5. To identify action steps to improve a safe school plan

G. Participant questions

1. Have participants write out on cards specific questions they want answered before the end of the workshop
2. Instructor: write questions on flipchart, and post

H. Terms which school personnel should understand:

1. *First responders*: emergency personnel who come when you call 911
2. *Emergency*: an event that can be handled locally
3. *Disaster*: a severe large scale event that CANNOT be handled locally
4. Assumptions relating to disasters:
 - a. local response agencies may be overwhelmed for hours / days
 - b. school staff will now act as 'Initial responders'
 - c. students will require additional resources

Objectives of
'Principles of
Emergency Mgt.'

1. To explain the concepts of emergency mgt
2. To define the 4 phase process of emergency mgt.
3. To engage participants in a working knowledge of process of implementation

Objectives of planning:

1. To describe what effective plans must contain
2. To identify issue that must be addressed as they relate to schools
3. To list steps on organizing and implementing the plan
4. To specifically identify floor and site plan check list
5. To identify issues in recovery after an incident has occurred

OH: Steps to Practical
Planning

I. Three levels of the Michigan Emergency Management System

1. Local

a. counties / municipalities are required to have an Emergency Management Program with:

- i. emergency coordinator
 - aa. liaison with the state
 - bb. help schools with planning, training, and exercises
- ii. Emergency Operation Plan

2. Michigan Public: Act 390 establishes the Governor as the Emergency Management Director for the State. The Governor has in turn designated the Michigan State Police, Emergency Management Division as the agent to carry out the training and oversight functions of the statewide emergency management system.

3. Federal

State and Federal:

- a. work with local government agencies
- b. coordinate with their own governmental agencies and the private sector
- c. offer schools resources, planning, training, and assist in practice exercises

II. Principles of Emergency Management -- The Tools to Deal with School Emergencies: The emergency management system and the four phases of emergency management will be explained. Particular attention will be given to comprehensive risk-based emergency planning.

- A. Mitigation (Prevention)
- B. Preparedness (How to respond)
- C. Response (Actions taken)
- D. Recovery (Returning to normal)

III. Multi-hazard School Planning.

A. Effective plans are:

1. clear and accurate
2. cover all necessary elements
3. involve all relevant individuals and agencies in all phases of plan writing
4. reflect the reality of what the school can do
5. reflect the reality of what the community can do

B. Planning issues unique to schools:

1. 'in loco parentis'
2. substitute teachers, visitors, volunteers
3. parent notifications
4. release of students
5. special needs students

OH: Floor plan
checklist

(Six Steps to Practical Training -- continued)

6. transportation, field trips, after school events
7. community activity center
8. Critical Incident Stress Debriefing /
Critical Incident Stress Management
9. family reunification center

Objectives:

1. To actively engage the participants in the tasks demanded of effective planning
2. To identify checklists for floor and site

C. Six steps to practical planning: (OH)

1. Develop a school emergency team
 - a. size will vary from school to school
 - b. involve the team in planning and response activities
 - c. importance of 'team' concept;
 - i. all issues are presented
 - ii. reinforce staff acceptance of plan through 'ownership' concepts
 - iii. spread out the workload
 - iv. increase staff awareness of the plan

2. Hazard analysis

- a. sources of information:
 - i. local emergency management coordinator
 - ii. Michigan State Police-Emergency Mgt Div.
 - iii. insurance companies
 - iv. media
- b. conducting a school walk-through
 - i. FLOOR PLAN CHECKLIST:
 - aa. all hallways and classrooms are clearly identified and labeled
 - bb. all access doors to adjoining rooms identified
 - cc. all custodian closets, book rooms, lounge areas, and workrooms identified
 - dd. locations of all interior hallway doors noted
 - ee. location of central power control access panel identified
 - ff. location of main physical plant identified
 - gg. location of master keys to facility
 - hh. location of emergency evacuations kits
 - ii. location of all roof access points identified
 - jj. location of internal intrusion alarm panels and type listed
 - kk. internal/external video camera locations

(Hazard Analysis -- continued)

OH: Site plans checklist

- ll. video camera monitoring sites labeled
- mm. location of cable tv access control
- nn. location of PA system
- oo. location of sprinkler controls
- pp. location of connection to external water source for fire dept.
- qq. location of school phones and pay phones and numbers listed
- rr. building evacuation routes identified
- ss. location of fire extinguisher boxes, floor plans can be located inside for access
- tt. any additional items to be contained on checklist

ii. SITE PLAN CHECKLIST:

- aa. recognition of areas that border school
- bb. access points onto facility
- cc. fenced areas identified/type of fence
- dd. mobile classroom units identified/labeled
- ee. tree lines and large wooded areas noted
- ff. evacuation routes identified/labeled
- gg. evacuation areas marked
- hh. potential incident command center locations identified
- ii. potential media staging areas noted
- jj. potential family reunification areas noted
- kk. potential public safety equipment staging areas identified
- ll. potential bus evacuation staging areas identified
- mm. exterior hallways and wings labeled
- nn. potential inner perimeter areas defined and labeled
- oo. outbuildings identified/labeled
- pp. location of utility pipes, tanks, etc.
- qq. athletic facilities identified and labeled
- rr. any additional items relevant to individual school

(Plan Considerations -- continued)

c. facility issues:

- i. exterior considerations
- ii. interior considerations
- iii. policy / procedure issues
- iv. staff training issues

D. Develop the plan (OH)

1. Three rules:

- a. Don't reinvent the wheel
- b. Don't go it alone
- c. The process of planning is more important than the plan

2. *Plans*: addresses what the entire audience (of the plan) needs to know or have set out as a matter of public record.

Considerations:

- a. introductory material
- b. purpose statement
- c. situation and assumptions
- d. concept of operations
- e. organization and assignment of responsibilities
- f. administration and logistics
- g. plan development and maintenance
- h. authorities and references

3. *Procedure*: addresses the information or 'how to' instructions that need to be known only by an individual or group. Considerations:

- a. appropriate
- b. complete
- c. clear, concise, and easy to use
- d. sufficiently detailed
- e. up-to-date
- f. sufficient in scope
- g. identified in the plan

OH: Rules on

developing the plan

1. Don't re-invent the wheel
2. Don't go it alone
3. Process of planning is more important than the plan

Objectives:

1. To assist participants in having a plan for recovery
2. To indicate potential stakeholders external and internally within school who should be "at the table"

E. Planning to recover

1. Long-term recovery

- a. involves long-range actions to return the school to its normal functioning operation
- b. begins after the last student has gone home
- c. goal: restore normal operations ASAP

(Plan development -- continued)

- d. *structural recovery*: resuming the educational process
 - i. structural and physical considerations
 - ii. evaluate services
 - iii. clean up facility
 - iv. plan for conducting classes if school has been damaged
 - v. determine status of the staff
 - vi. determine status of the students
 - vii. determine status of educational programs
 - viii. determine how community agencies can contribute to recovery

- 2. *Emotional Recovery*: psychological and emotional issues in recovery
 - a. strategies for reducing fear
 - b. necessity of facilitation of grieving
 - c. promotion of education
 - d. What is the plan?

Objectives:

- 1. To clearly identify the necessity of training
- 2. To identify specific skill areas that employees are assigned
- 3. To identify the necessity for updating and certification

F. Training required

- 1. Training staff: train to specific procedures
 - a. scenario-based training
 - b. skill training: each school needs to work closely with local responders in each of these areas to determine who and how many in each building should be trained, and to also determine the appropriate level of training.
- 2. CPR
- 3. Basic first aid
- 4. Fire fighting
- 5. Exercising the plan.
 - a. Types of exercises:
 - i. orientation
 - ii. drill
 - iii. tabletop
 - iv. full-scale
- 6. When to perform exercises:
 - a. when there are changes in the plan, procedure, staff
 - b. at the minimum, annually
- 7. Each school is encouraged to appoint a staff member to take the lead and to establish a safe school team to review and update the plan annually.

III. Closing

- A. Review questions that participants identified earlier in the session to make sure each is answered
- B. Evaluation of instructor / workshop
- C. Thank class. Indicate any follow-up that should be pursued