National Incident Management System for School Officials

Wisconsin School Safety Coordinators Association

Certification Program

Module 7

Instructor

- Michael J. Hinske, Principal, School Safety Coordinator, Big Foot Union High School, Walworth, OJA-Homeland Security Planning Team, Safe Havens International Trainer, Past President WSSCA

The Time of Crisis

- What happens as a result of training and preparation will aid in determining the end results of the incident.

- Be prepared, Be trained, Have resources available, Have adequate personnel trained and ready.

- There will be chaos and confusion when things occur. Knowledge of common operations will assist greatly in handling any situation that comes along.

- Safety and security of children, staff, and community members is the responsibility of everyone in the school.

- The school must work efficiently as part of a large scale operation.

NIMS for School Officials

- **In the event of an emergency at your school, what policies, procedures and resources are necessary in order to prevent catastrophic loss?**

- **How will services be coordinated between the school and those responding?**

- **How will decisions be made, through what channels does communication go?**

- **Inefficiency, wasted time and poor decision making is unacceptable!**

- **The National Incident Management System or NIMS emphasizes that actions and responses are done under a unique and understood framework. Emergency services personnel and emergency government operate under this framework. Schools need to understand and operate in a like fashion when responding to critical situations.**

What is NIMS

National Incident Management System

- Required for use by state, local and tribal preparedness who seek federal grants. FY 2006
- A system used to train all responders in operational management of situations. Required of governmental entities through executive orders of the president.
- Creates the use of common terms and phrases that tie all responders to one language.
- Emphasizes that communications is a priority between all response organizations. All agencies have the ability to communicate with each other through a central system/structure. (Interoperability)
- Creates structure for job responsibilities and assignment of personnel.
- Allows for adequate operational coverage and supervision of incidents by delegation of specific responsibilities without overlap.

Presidential Directive 5

To prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies, the United States Government shall establish a single, comprehensive approach to domestic incident management. The objective of the United States Government is to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together, using a national approach to domestic incident management. In these efforts, with regard to domestic incidents, the United States Government treats crisis management and consequence management as a single, integrated function, rather than as two separate functions.

Presidential Directive 8

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Presidential Directive 8

Prevention

The capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection

The capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation

The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.

Response

The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery

The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

School Examples of NIMS Use

How many of these things have occurred in your schools or in proximity to your school when school is in session?

- **Bomb Threat with Evacuation and Search**
- **Suspicious package at facility**
- **Missing Child**
- **Chemical Spill**
- **Gas Leak**
- **Fire with Evacuation**
- **Tornado and/or Severe Weather including Flooding**
- **Hostage Situation**
- **Armed Intruder**
- **Weapon in the facility**
- **Community Shelter**

The items may, <u>depending on the scope of the situation</u> require the activation of multiple response providers to your facility. This is NIMS

Today's Purpose for Training

- **To place all parties in school on a level playing field with those responding to emergencies.**

- **Provide relevant information to those that are responsible for the lives and safety of students, staff, and community.**

- **To provide school personnel and administrators with information that will allow them to work collectively with those responding to emergencies.**

- **To develop essential understanding of the process and procedures required under NIMS.**

- **Understand the unique place that schools have in a community**

- **Create an basic awareness of NIMS that allows school officials to seamlessly work with response agencies. Every school should have several people trained and certified in MIMS.**

  - *Certification is available at no charge through FEMA- Course IS 100SCa, IS700a, and IS 701a. (training.fema.gov/is/)*

Effective Incident Management

Requires:

Establishing objectives

Setting priorities

Assigning resources

and

Maximizing outcomes based on planning and preparation

Components Of A Good Incident Management System

Minimal Requirements

1. Common terminology

2. Modular organization

3. Integrated communications

4. A unified command structure

5. Consolidated action plans

6. A manageable span of control

7. Designated incident facilities

8. Comprehensive resource management

Common Terminology

Essential in any incident management system

- **Major organizational functions and units are named**

- **In multiple incidents, each incident is named**

- **Common names are used for personnel, equipment, and facilities**

- **Clear text is used in radio transmissions (no "ten" codes)**

Modular Organization

Organizational structure…

1. Develops top-down, from first-in unit

2. Is based on incident's management needs

3. Is always staffed with a designated Incident Commander; other functions staffed as needed

4. Expands and contracts in structure as needed.

EOC in Action

Integrated Communications

NIMS Requires

1. Integrated communications involves managing communication at incidents:

2. Common communications plan

3. Two-way communications, backup communications available in the event of a failure that is known and understood.

Key Questions????

1.. How will the school communicate with emergency services? What systems or devices are available to ensure joint communication? Are they agreed upon and understood. Have we exercised them to insure success

2. What decisions need to be made between schools and emergency services during an emergency? How will the decision making be done and using what communications vehicle?

# Examples of Integrated Communications and Decisions

1. Location of event and changes noted in the event as responders are arriving.
2. Evacuate or not Evacuate
3. Evacuation from site to alternate location? Who, what, where, when and how!
4. What is the safest evacuation location based on this incident?
5. What information is to be released to the parents, media, and students? Who will speak? Should staff speak out? Better know before an incident!
6. When will the facility be safe for return? What precautions are necessary?
7. Who is the incident commander, safety officer, public information officer, operations officer?
8. Are actions being recorded and are notes being taken about the incident and procedural steps?
9. Others???????

Span of Control

Span of control is defined as the ability to effectively manage personnel and resources. It is determined to include the direct supervision and oversight of a <u>limited number of people</u>. It must never be confused with controlling all operations and personnel.

Depending on the scope and size of an incident response no one person can be expected to maintain a span of control over all operations and operational aspects of a response. To ask or expect that one person can handle all operational aspects of a large incident is to expect failure. Delegation and training of school based response personnel is critical to operational success.

Maintain Manageable Span of Control

Supervisor

Range: 3-7
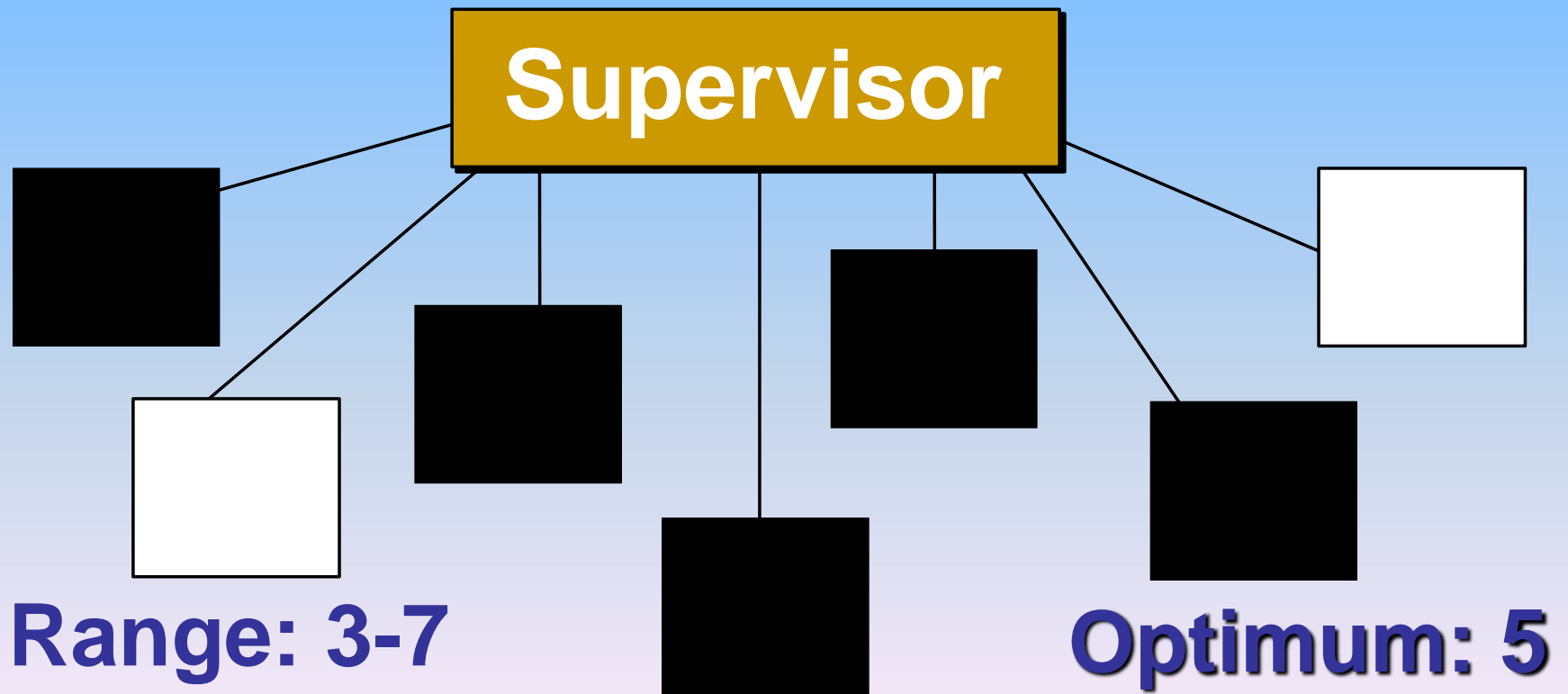
Optimum: 5

Manageable Span Of Control

The number of subordinates one supervisor can manage effectively

Usually 3-7

Optimum 5

Designated Incident Facilities

The Command Post is the location from which all incident activities are directed

A designated Command Post provides for:

1. Direction

2. Control

3. Coordination

4. Resource management

5. Safety

Incident Command System

A formalized system: 3 Significant Tenets

Lends consistency

Fosters efficiency

Provides direction
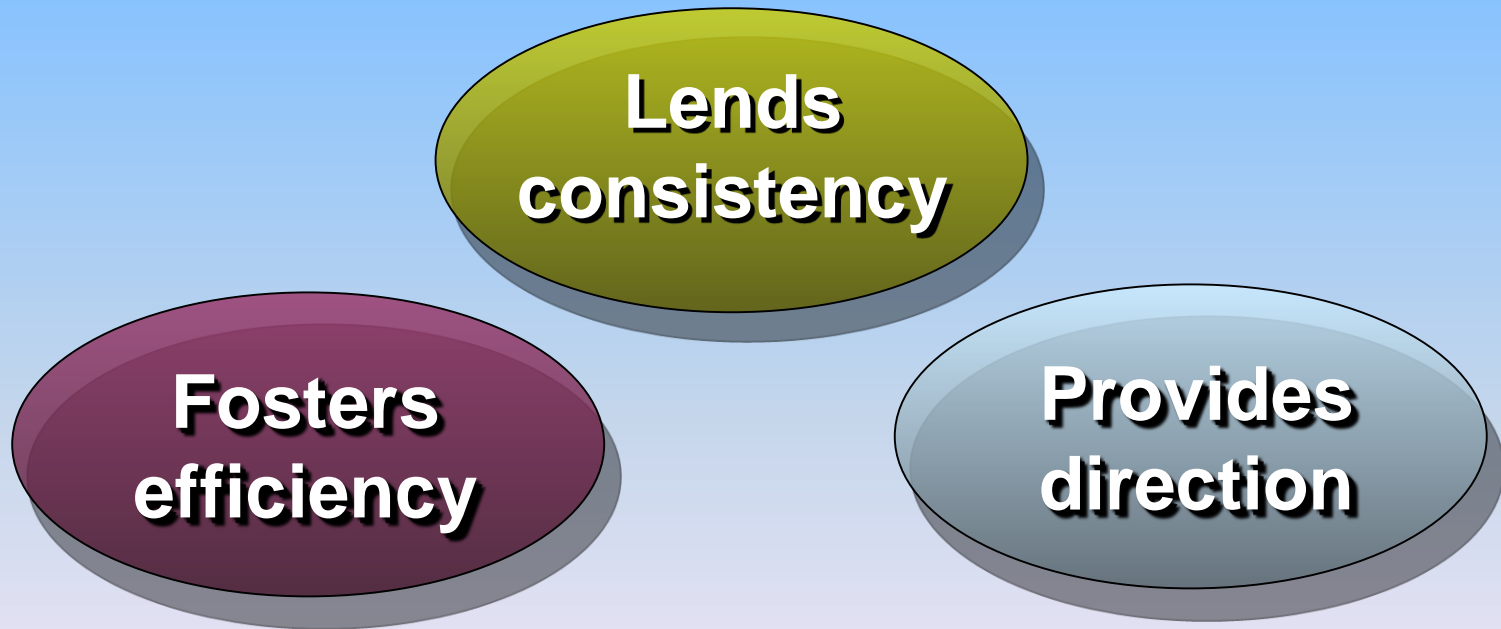
Concepts and Principles of ICS

Command and control is the process through which all activities are directed, coordinated, and controlled to accomplish the Incident Command's goals.

This may be conducted in two general ways:

Single Command

Unified Command

History of ICS- ICS is the precursor to NIMS. It standardizes the process and procedures used in emergency response management. It is an essential element of NIMS compliance. It was first used and practiced in firefighting rapidly spreading wildfires in California and required standardized response and actions. 1970's

ICS was developed to handle: (ICS National Training Curriculum 1994)

1. Too many people reporting to one supervisor
2. Different emergency response organizational structures.
3. Lack of reliable incident information.
4. Inadequate and incompatible communications.
5. Lack of structure for coordinated planning between agencies.
6. Unclear lines of authority
7. Terminology differences between agencies.
8. Unclear or unspecified incident objectives.

A Continued Area of Concern

Recurring problem areas:

- **Terminology**
- **Organizational structure**
- **Communications**
- **Action plans**
- **Span of control**
- **Incident facilities**
- **Comprehensive resource and information management**

Think about large scale events and disasters and how these elements apply even today. We have learned but at what cost? Examples- Katrina, Sandy, Sandy Hook, Sikh Temple

Incident Command System
*System expands or contracts as needed
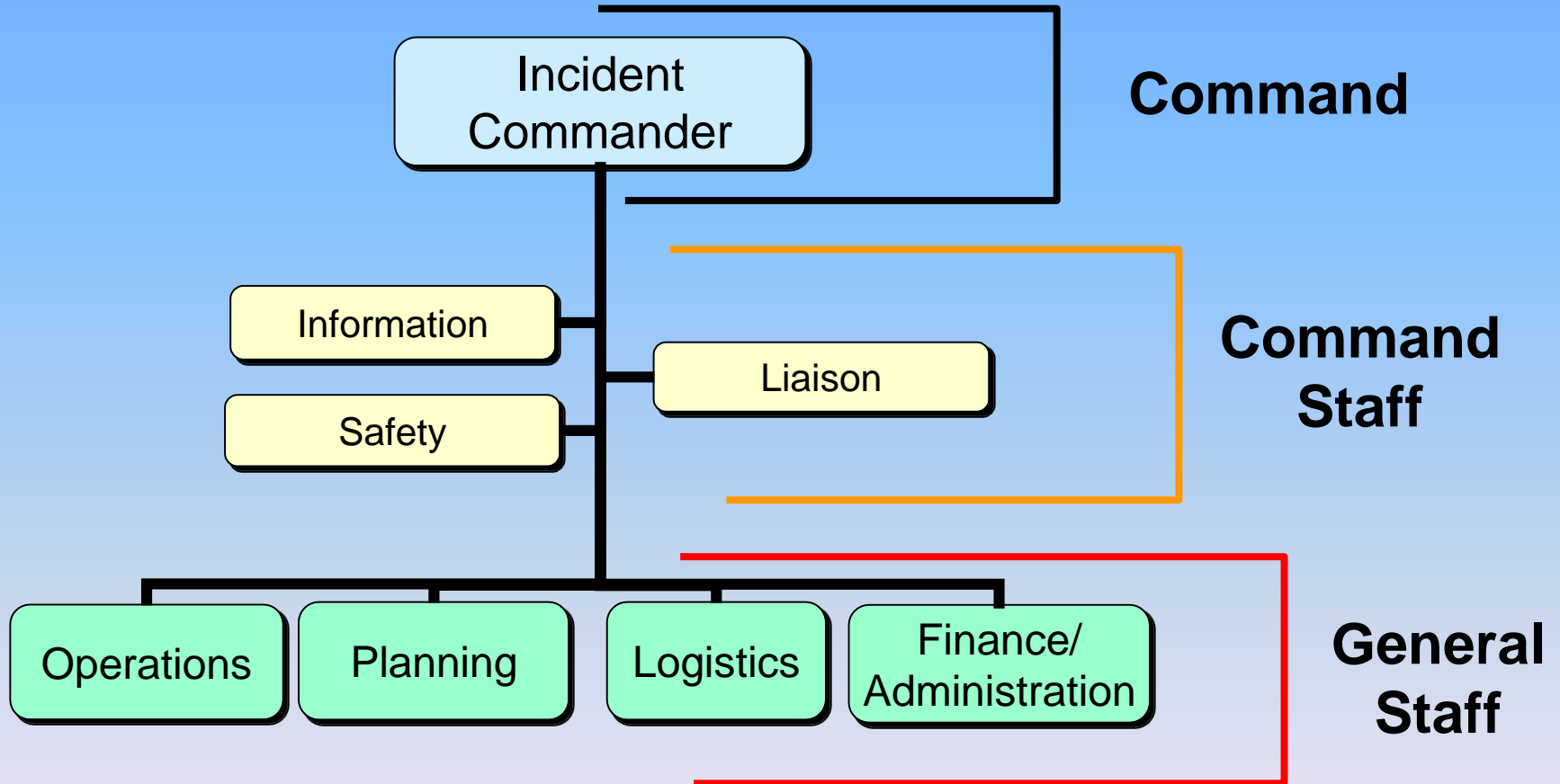
Incident Commander (IC)

The IC must:

Assume direct control of site upon arrival at scene,

Establish command structure and institute command procedures and plans according to scope and severity of situational response:

Determination of command center location and staging areas as appropriate in consultation with Emergency Services

Assign and delegate responsibilities to: Persons identified in your plan

1. Evacuation Site Coordinator
2. Attendance Accountability Chief
3. Liaison/Operations Officer
4. Safety Officer
5. Information Officer
6. Note Takers
   1. School Response
   2. Emergency Services Response

Establish internal and external communication system

Assure protection of life and property

Responsibilities of the IC- Continued

Assume general command of personnel and resources

Coordinate transportation services and resource procurement

Maintain accountability for task completion and accomplishment

Maintain liaison with outside response agencies and organizations

- Create and maintain joint operations and decision capacity
- Ensure that decisions are made in concert with Emergency Services (ES) and reflect the convergence of the entire emergency response
- Coordinate appropriate secondary services with outside agencies including the Red Cross, Salvation Army etc…

Assume responsibility for the approval of, and release of information through joint releases as determined through joint incident command. (JIC)

Determine through JIC, location and timing of press releases and briefings

Conduct post incident review and follow up as necessary with school district personnel and ES.

Safety Officer

Primary Responsibilities:

– Report immediately to the IC for deployment to specified location as determined by Joint Command.

– Monitor incident operations and report to the IC assessment of hazardous environments, and coordination of safety response.

– Assist IC and Emergency Services in the formation of response to the likelihood of an additional hazardous event because of utilities, chemical storage etc…..

– Assist IC and Emergency Services in the deployment of necessary resources to maintain the health and safety of staff, students, and emergency response providers.

– Report immediately to the IC changes in safety conditions that impact the evacuation or actions of the school or joint response.

Safety Officer

The Safety Officer has the authority to bypass the chain of command when it is necessary to correct unsafe acts immediately, such as removing all personnel from areas of *imminent* danger.

Operations/Liaison Officer

General Responsibilities

Acts as the point of contact for assisting or coordinating agencies

Provides lines of authority, responsibility, and communication

Acts as diplomat

Works with private contractors to address needs

Operates from a specifically designated place

Operations/Liaison Officer- Continued

Primary Responsibilities:

- Serve the district as contact for assisting responding agencies assigned to the incident.

- Coordinate site level operations and activities in concert with the IC.

- Assist in the development of resources needed and available for the incident.

- Maintain liaison with outside response agencies and organizations
  - Create and maintain joint operations and decision capacity
  - Ensure that decisions are made in concert with Emergency Services (ES) and reflect the convergence of the entire emergency response
  - Coordinate appropriate secondary services with outside agencies including the Red Cross, Salvation Army etc…

Information Officer

General Responsibilities

Works in cooperation with the EOC (Emergency Operations Center) and PIO (Public Information Officer)

Is responsible for interface with the media

Is implemented when IC cannot manage both the incident and the media

**Coordinates the release of accurate and consistent information**

Operates from press area away from Command Post

Information Officer

Primary Responsibilities:

- Report immediately to IC and Incident Command Location.
- Develop complete records of incident, response, resource deployment, situational factors for both internal and external consumption.
- Monitor through the IC changes in the situation, response etc…
- Share developed information with the IC and Public Information Officer PIO (NIMS Assigned). *Information officer from the school may be designated as the Public Information Officer through joint operations and command.*
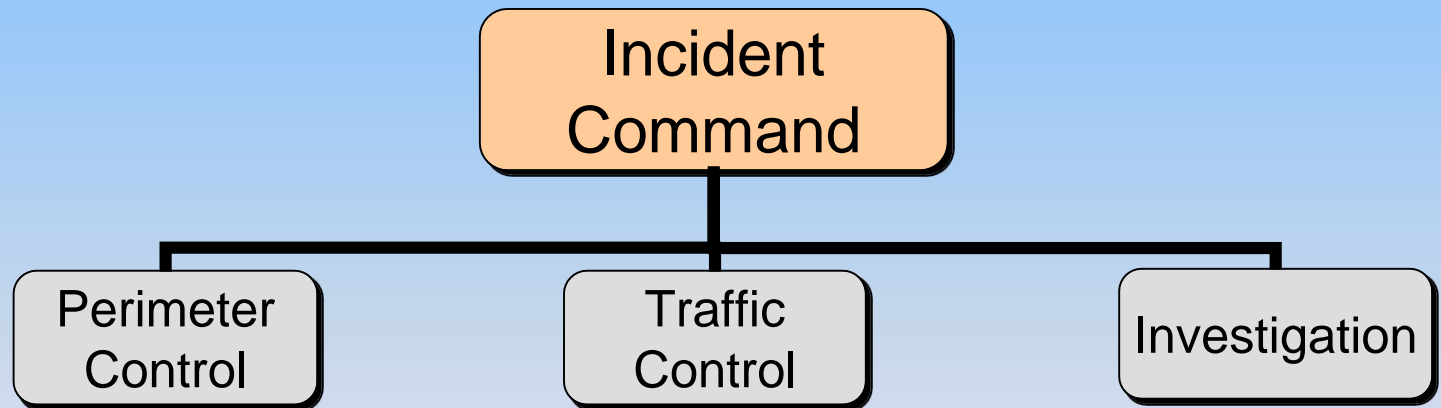- Release information as requested and agreed upon by the IC and PIO.

Develop An Appropriate Organizational Structure

Incident Commander

Delegates functional areas as needed
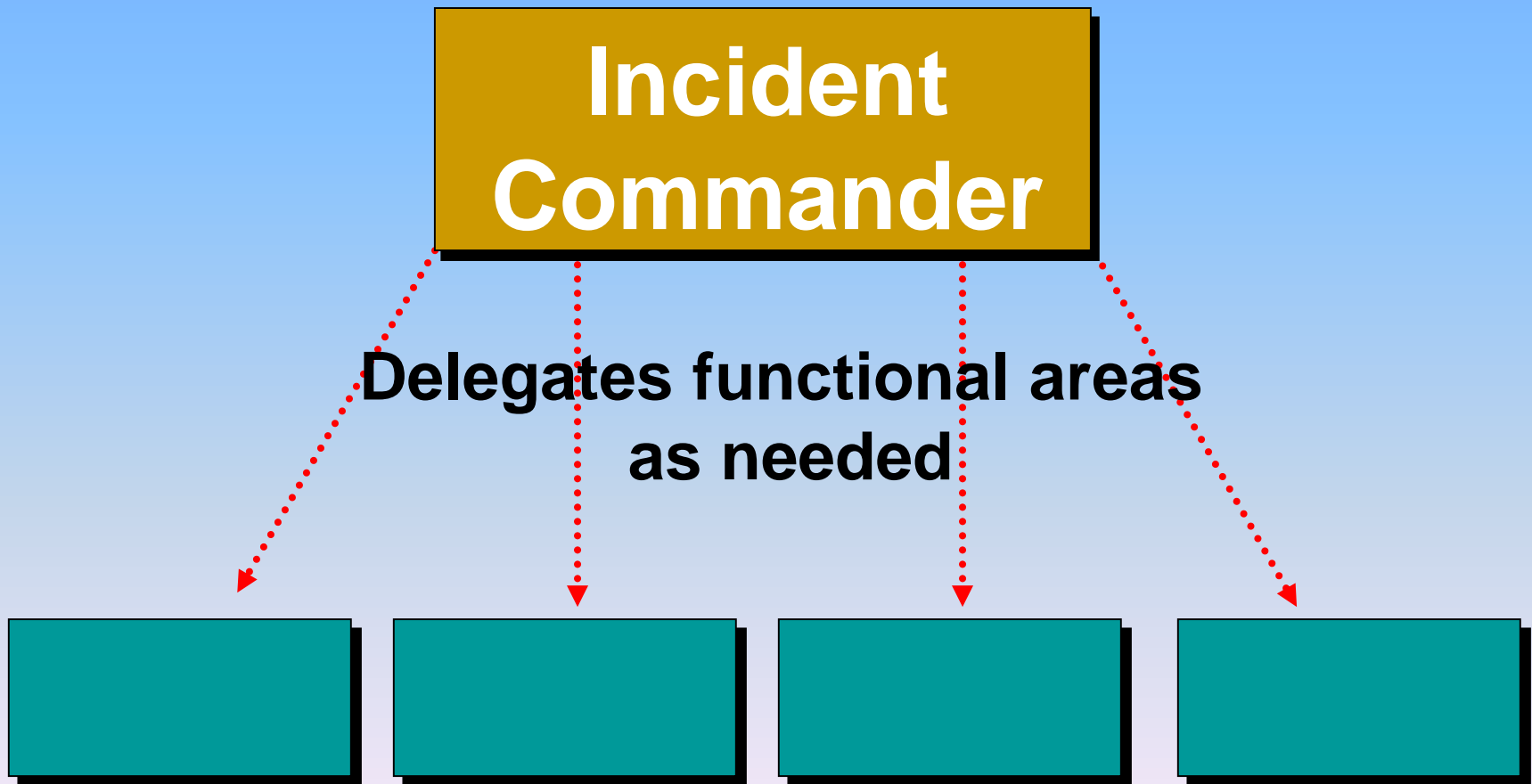
Single Command

No overlap of jurisdictional boundaries exists.

A single IC is designated by the agency having overall management responsibility.

```
                    ┌──────────────┐
                    │   Incident   │
                    │   Command    │
                    └──────┬───────┘
        ┌──────────────────┼──────────────────┐
┌───────┴───────┐  ┌───────┴───────┐  ┌────────┴────────┐
│   Perimeter   │  │    Traffic    │  │  Investigation  │
│    Control    │  │    Control    │  │                 │
└───────────────┘  └───────────────┘  └─────────────────┘
```

Unified Command

The incident is within a single jurisdiction with multiple agencies, or…

The incident is multi-jurisdictional, or…

Individuals representing different agencies or jurisdictions share command responsibility.

Unified Command

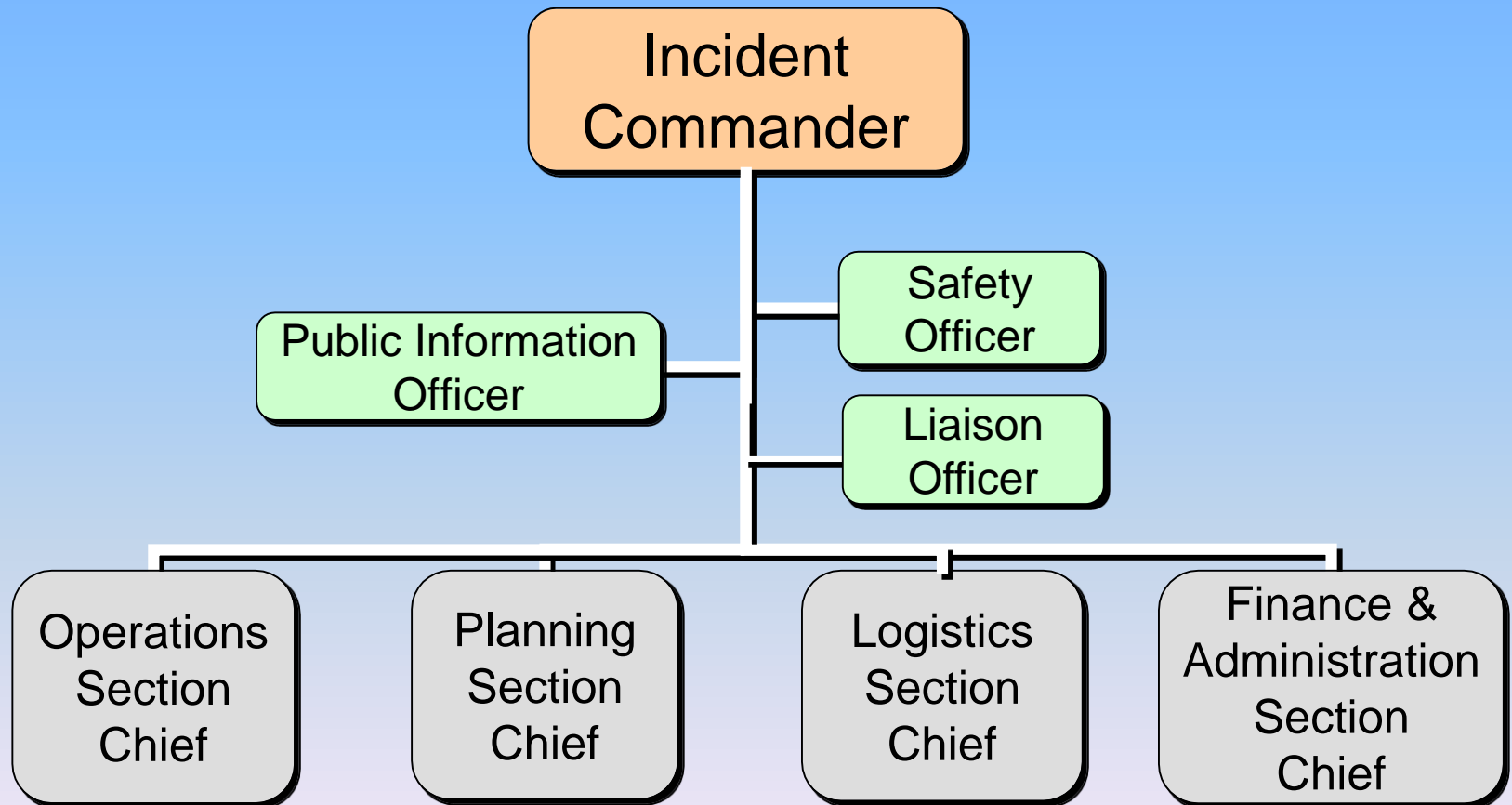All involved agencies contribute to the command process by:

- Determining overall goals and objectives
- Planning jointly for tactical activities
- Conducting integrated tactical operations
- Maximizing the use of all assigned resources

UNIFIED COMMAND IS NOT COMMAND BY COMMITTEE

Unified Command
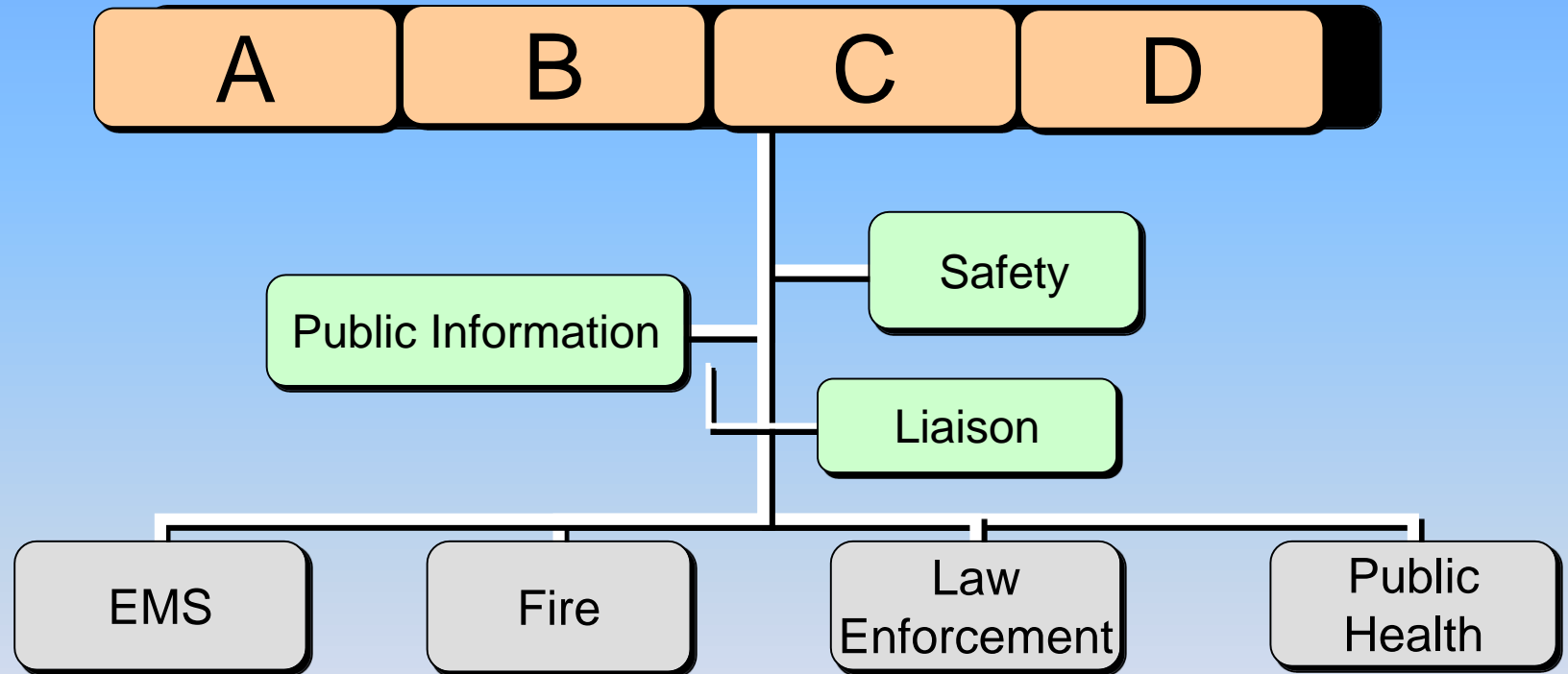
Who is at the Command Post?

School Based Incident Management

Incident Tracking Process

- Have availability to track events and decisions as they occur. Designate recorders.
- Tracking assists greatly in the debriefing process.
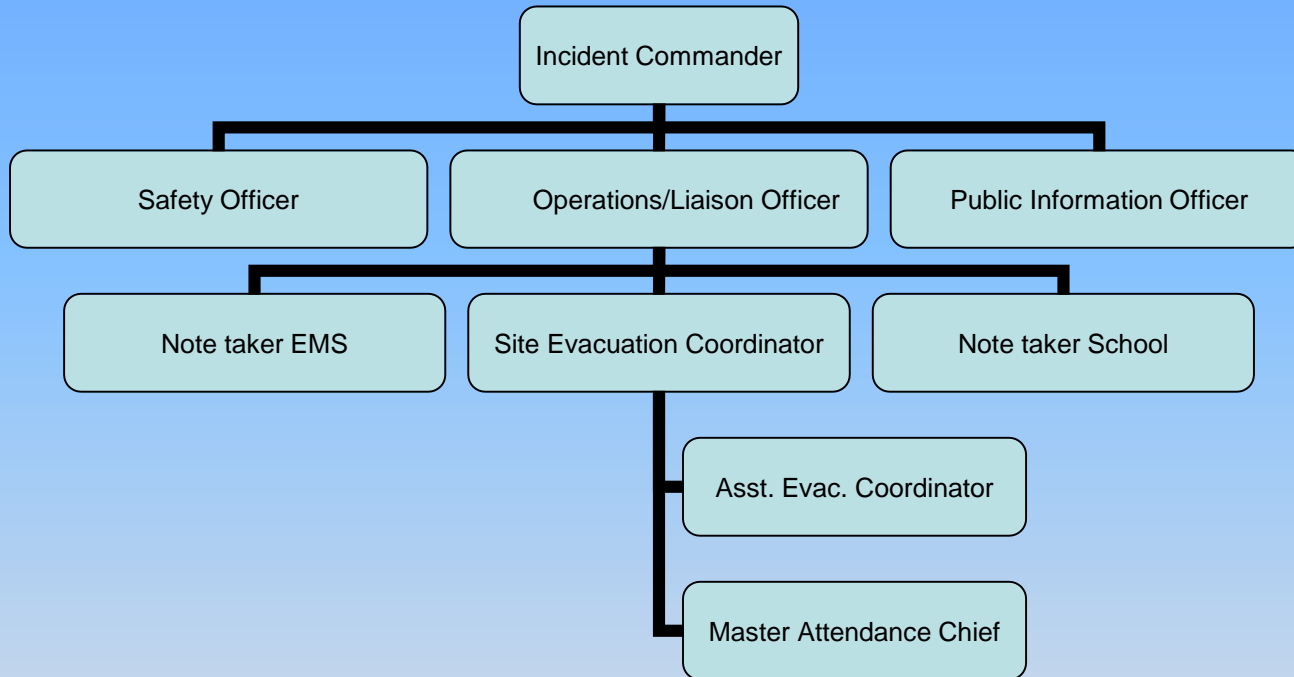
Support Personnel

- Determine what is necessary to maximize safety, operations, and efficiency. Must be developed in accordance with established and understood procedures of Emergency Response Agencies.

Collaborative-Proactive Process

- Determine prior to any event the structure that will be used . Train personnel, assign responsibilities-primary, secondary, tertiary. Identify likely needs before hand. Establish information gathering and recording pathways- Important for schools.

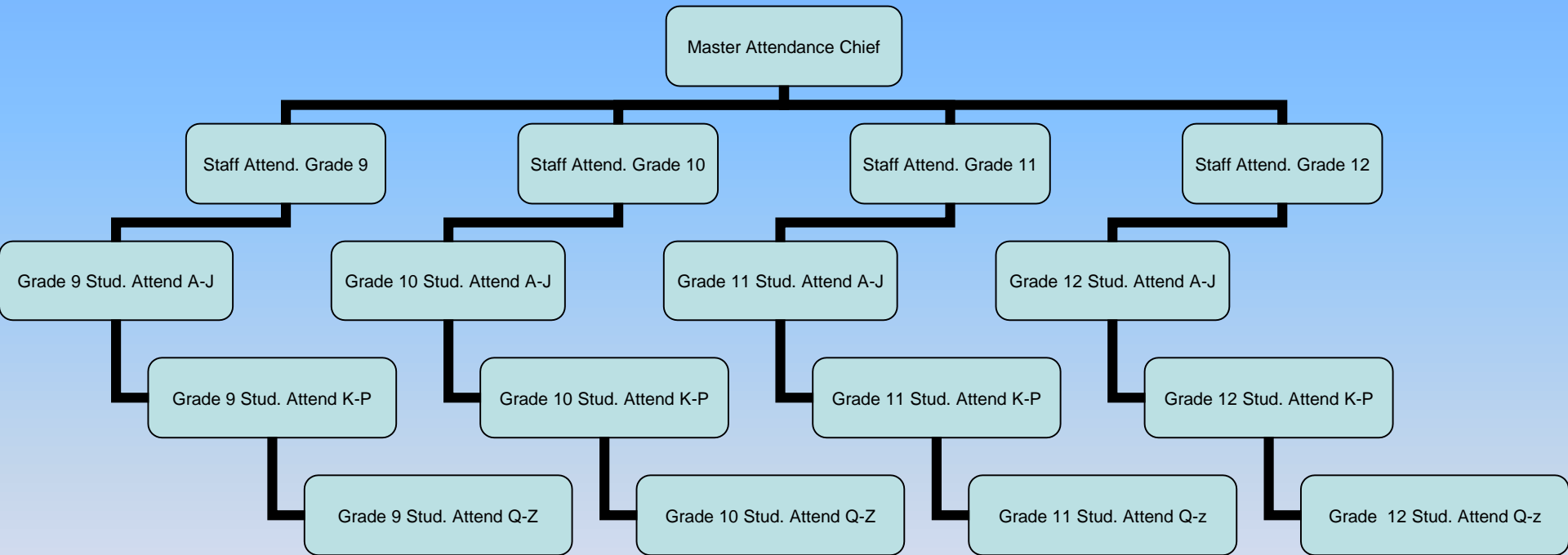# A School Based NIMS/ICS Plan
BFHS Example

Incident Commander

Safety Officer | Operations/Liaison Officer | Public Information Officer

Note taker EMS | Site Evacuation Coordinator | Note taker School

Asst. Evac. Coordinator

Master Attendance Chief

Student Accountability
BFHS Example

Master Attendance Chief

Staff Attend. Grade 9 — Staff Attend. Grade 10 — Staff Attend. Grade 11 — Staff Attend. Grade 12

Grade 9 Stud. Attend A-J — Grade 10 Stud. Attend A-J — Grade 11 Stud. Attend A-J — Grade 12 Stud. Attend A-J

Grade 9 Stud. Attend K-P — Grade 10 Stud. Attend K-P — Grade 11 Stud. Attend K-P — Grade 12 Stud. Attend K-P

Grade 9 Stud. Attend Q-Z — Grade 10 Stud. Attend Q-Z — Grade 11 Stud. Attend Q-z — Grade 12 Stud. Attend Q-z

Event Debriefing
Incident Action Review

- **A required element- Construct a board and save it**
  - Include key players from all jurisdictions involved
  - Include if available persons affected by the situation
  - Analyze events, timelines, decisions, notes
  - Be critical
  - Take corrective actions and update the plan
  - Don't forget the recovery phase
- **Use an Incident-Action-Response Board to aid in debriefing situations**
  - Use your notes and files.
  - Be Specific in recording events- Just the facts! Joe Friday Method! Use specific notes taken and recorded.
- **Practice the plan with modifications determined.**

Steps to an Incident Action Review (IAR)

1. Construct a board with 3 large columns
2. Title the columns from right to left, Incident, Action, Review
3. Incidents are time sensitive events that occur during a situation. Times are recorded and events are placed on the board from start of event to the end. Sticky notes work well!!!
4. Actions are the specific steps used by the school or response agency to meet the identified change in incident. Each incident gets a recorded action placed against it. Again, from start of the incident progression to the end.
5. Review is the critical analysis of the Incident and Actions based on the predetermined plan. Each incident and action will need a review if the district took action. Be critical of the steps taken. Determine strengths and weaknesses in response. Go from start to end. Don't forget recovery if the incident calls for it.
6. Large scale events with multiple agencies are very complex. School responses are many times less complex but must look at the event sequence and actions.
7. Practice and revise the Emergency Operations/Response Plan based on the IAR.

Incident Action Review (Sample)

1. You have been alerted that there is a missing 7 year old child with multiple mental disorders. The child has been missing for about 3 hours and was last seen in proximity to the high school and surrounding neighborhood? The student has an existing medical condition in addition to the identified mental disorders but is mobile.

2. An incident command post has been set up in the Village Center and is manned with police, fire, and rescue. You are in direct radio contact with the ICP and are now being brought in as part of the search.

3. School is out at 2:42, some 150 cars and 7 busses will be leaving the school shortly, you are notified by police and rescue that the child is missing at 2:35. The following steps are recorded on the board.

4. <u>Would you have been able to systematically think and handle this type of event. Remember you have 7 minutes to respond and activate a plan. The clock is ticking.</u>

IAR Actual Event Debriefing

Incident	Action	Review
2:35- Hinske is called and informed of missing child in proximity to high school. Student has not been seen for 3 hours. Telephone contact	1.Hinske and admin staff initiate immediate communication on freq 2 police /fire. 2.Hinske designates Malecki to contact bus company and alert of situation. Hold busses off site. 3.Available staff is dispatched to parking areas on east and central portion of the school.	PA announcement not made to staff and students prior to building exit. Probably should have to gain additional support.
2:37 IC reports dispatch of squad cars to high school. Determination to search all vehicles inside and out	1.Hinske and Letteney to parking lot. Begin under vehicle search of all vehicles on campus. Hinske south, Letteney north. 2.Admin staff on scene 2:40 to lot. Hinske designates officials to exits	

IAR Actual Event Debriefing

2:40- Local squads arrive on scene. IC requests search of all vehicles inside and out on campus prior to leaving	1.2:42 School admin assigned to each check point established-3 points used. Squads and officers posted at each site. 2.Hinske assigns personnel to doors and locations adjacent to parking area- Directs to inform students on way out that there is a situation that will require patience and assistance from students. Missing child notice given.	PA not used. Not all students got the same message as they left the school building. Should have used a consistent message of information to all at this critical time. Students could have been held in class with a PA announcement while resources were dispatched to scene both police and staff.
2:42 County squads arrive	1.2:42 Hinske informs IC underside vehicle search is done. 2.2:42 Busses are allowed on campus at east entry. 3. 2:44 Checkpoints manned. Cars are directed to exit locations. 2 teams at each exit location search vehicles inside compartment and trunk. 4. 2:44 vehicle search procedure begins. Searched vehicles leave campus.	1. No formal request for additional assistance is given to the staff at this point. PA could of or should have been used to request additional assistance from staff to search area.

IAR Actual Event Debriefing

| 2:50 School initiates communications between school and IC regarding busses and transport schedule | 1.2:52 Busses are allowed to leave campus through east checkpoint.

2.Vehicle search continues

3.3:05 Hinske direct Malecki to make announcement to all persons with cars in parking lot and not leaving to report to their vehicles and wait for direction.

4.3:10 Vehicles leaving campus now done. Staff and students remaining have vehicles searched. Checkpoints at exits are pulled down. Law enforcement and school work in teams to search. Hinske requests sticky note tags to indicate vehicles searched and remaining on campus.

5.3:20 Remaining campus vehicles searched. Police leave scene | Emergency kit with tags and vests not brought out to scene. Vests in kit would have come in handy for checkpoints and visibility. |

IAR Actual Event Debriefing

3:21 BFHS contacts IC and inquires about facility search- IC wants it done now that vehicles and immanent danger from cars is over.	1.3:21 Crisis team meets in east parking lot with Hinske. 2.3:22 All call is made to staff who are available to report to east parking lot. 3.3:24 Teams are established for facility and grounds search- Search begins Hinske-east, Graunke- south, Collins west. Hinske advises all targets to be searched inside and out including garbage cans and dumpsters. 4.3:30 Search completed-	
3:30 Hinske informs IC- Search complete. 3:30 IC requests volunteers for village search.	1.Announcement made to staff for assistance if able in village search. 3:30 2.3:40 Hinske contacts coaches and if they have 18 year olds willing to help can they. 3.3:50- Hinske informs IC that about 18 people will assist. 4.4:10 HS teams to IC staging area for deployment	

IAR Actual Event Debriefing

4:52 IC informs search teams that the child has been found in a house in proximity to the HS- Safe and sound. 4:55 IC thanks searchers and sends everyone home	**1.** Hinske meets with high school responders and thanks for assistance in this event.	
5:00 IC requests a meeting with response officials to determine press releases and common information	5:15 Office and administrative staff meet to comply with PIO requests- Determine the following: 1.Statement to be drafted by Hinske and approved by IC to be read to all students at start of school 2.Statement provided to secretaries to be used for telephone contacts. 3.Hinske to place item in monthly newsletter. 4.Statement placed on website	

The End

Please feel free to ask questions of any of our training staff or contact us for assistance in meeting your school district needs.

Remember that safety is the shared responsibility of every member of the school community!