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## EMERGENCY 101: HISTORY REPEATS ITSELF. HAS TO. NO-ONE LISTENS!

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## PEOPLE ARE ALWAYS THE PROBLEM



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MURPHY IS ALWAYS PRESENT AND HIS LAWS APPLY  
(EXPECT THE UNEXPECTED)



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JAPAN – MARCH 11, 2011



## NOVA SCOTIA, DECEMBER 6, 1917

The Mont Blanc, a French munitions ship loaded with TNT, picric acid, benzole fuel and gun cotton (nitrocellulose) collided with the Imo, a Norwegian Relief Ship.

An explosion resulted one square mile flattened in Halifax and devastated parts of Dartmouth across the harbor



Tsunami of water rushed over shoreline – sea was brought 59 feet above the high water mark.

Following day – blizzard hit area.

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Assess, plan, train, drill and exercise your capabilities.
  - Core Capabilities (<https://www.fema.gov/core-capabilities>)
- We can't plan for everything – so plan for the “middle of the road”
  - National Planning Exercises
- Expect that you won't have what you need when you need it (tool, widget, electricity, water, etc.)

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## SURVIVORS MAYBE THE SAVERS

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### MEXICO CITY, SEPTEMBER 19, 1985

8.0 Earthquake, struck Greater Mexico City area.

Two large earthquakes followed; one 7.5 & another 7.0

At first president rejected offers of international aid and downplayed the damage.



Citizens organized their own rescue brigades. Locals conducted close to 99% of the rescue operations.

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Encourage people to attend or hold your own CERT Trainings, First Aid/CPR, Basic Search & Rescue Operations, Critical Incident Stress Debriefing, etc.
- Cache tools and equipment that can be used during response to keep your employees (and volunteers) safe.
- Drill and exercise the basic response principles.
- Consider housing and feeding needs.
- Have employees visualize their response in different situations.
- Train on the “bystander effect:” Research shows the greater the number of people involved in an emergency situation, the less likely it is that anyone will intervene. Train people to think and say “I am responsible.”

## CHILDREN MAY BE DISPROPORTIONALLY AFFECTED

# TARGETS



Murrah Federal Building, April 19, 1995  
Beslan School No. 1, Russia, September 1, 2004



# TYPE OF DISASTER

Indian Ocean Earthquake & Tsunami,  
December 26, 2004



Vs.

Hurricane Katrina,  
August 2005



## TIME FACTOR

### The Great Plains, January 12, 1888

Known often as the Children's Blizzard or the School Children's Blizzard.

Occurred while school was in session and with little warning.

Teachers generally kept children in their school rooms, but most exceptions resulted in disaster.

School houses ran out of fuel. Teachers let children try to walk home. Teachers tried to lead children to another building.



## LITTLE BODIES



### Children

- Are more susceptible to toxicity of biological, chemical and radioactive agents.
- Who are exposed to infectious agents often become ill before adults because
  - Their exposure is greater
  - Their immune systems are less mature
  - They may not be fully immunized.
- Are more likely to spread infectious diseases given their close proximity to each other (schools) and poor hygiene.

## LITTLE BODIES



### Children

- Less likely to know what to do to protect themselves from fire and smoke.
- More likely to sustain serious head and multisystem organ injury.
- If trapped within debris, may be in very small places, and may be more easily overlooked in search and rescue efforts

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- When children are affected in disasters, the resiliency of adults, even of the most seasoned responders, decreases.
  - Critical Incident Stress Debriefing is essential.
  - Self-care instructions need to be emphasized.
  - Mental Health “watch” is needed.
  - Workers’ compensation needs.
  - Increased absence due to stress.



## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- There will be an increased demand for “answers” – so we need to demonstrate our due diligence in planning and preparing for and trying to prevent disasters.
- Teach children how to protect themselves during different types of disasters.
- Drilling and exercising will help

IT IS IMPORTANT TO DEAL WITH MATTERS OF THE HEART

## COLUMBINE HIGH SCHOOL SHOOTING, APRIL 20, 1999

- District & community mental health workers staffed a crisis drop-in center (local church). Other M.H. professionals were asked to remain in their own buildings except those called specific locations. Procedures were developed to handle all the mental health offers from other agencies.
- Representatives from the district were assigned to victims' families.
- Regular updates were provided on injured students, funerals, memorial services, and available mental health and community services.
- Students and staff were informed of replacement procedures of their personal belongings.
- District held regular staff, district leader, and crisis responder meetings, share information, get support, and plan the next steps in the crisis response.

Lessons Learned from the Shooting at Columbine High School  
Sandra J. Austin

## VIRGINIA TECH SHOOTINGS, APRIL 16, 2007



VirginiaTech *imagine the future* Office of the President

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QUICKLINKS  
Office of Recovery and Support

Office of Recovery and Support

**About the Office**

The Office of Recovery and Support will provide support – specifically including improved two-way communication and facilitation of support services -- for the families of those lost, the injured and their families, and others directly affected by the tragedy at Virginia Tech on April 16, 2007. Further, the Office of Recovery and Support is the central campus location to manage broader efforts of the university community, such as commemoration activities.

**Contact Us**

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## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Consider negotiating a contract with a professional crisis phone service.
  - Activating your own call center can create additional victims, as the calls are emotionally charged and can be overwhelming for an untrained person.
- Train employees in Critical Incident Stress Debriefing.
- Develop strategies for classroom teachers/faculty facilitating a discussion. Facilitation/Discussion suggestions should be developed (now and then)
- In-service for staff/faculty
- How does the classroom want to work with a deceased student's desk/chair?

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Funerals
  - Who attends?
  - Permission from parents for students to attend (CA Ed Code 48205)
  - What if family decides on no service?
- Memorials
  - Flag be flown at half mast?
  - Living memorial (scholarship fund)
  - Make-shift/pop-up memorials





ARE YOU READY FOR THIS?



**KLEBOLD CROSS**  
"I'm sorry we failed you. May God have mercy on your soul."  
"Shame on you, Dylan!"  
"Jesus will forgive"  
"Why?"

**HARRIS CROSS**  
"How can we ever forgive you?"



## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Sample Crisis Letters
- Remember victims aren't just those at the scene

## COMMUNICATION

## WITCH CREEK-GUEJITO FIRES, SAN DIEGO, OCTOBER 20, 2007



## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- All up-to-date emergency contact lists, include cellular, home, office, email, home address, out-of-town contact info
  - Emergency/crisis management personnel should keep cell phone contact lists
  - Keep paper copies in automobiles and offices
  - Keep a copy “in the cloud” that can quickly be accessed from computers and mobile devices

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Multiple, overlapping, redundant forms of communication (phone, email, mass notification, paper, satellite, ham radio, etc.)
- Practice, practice, practice
  - Using communication devices
  - In the incident command system (EOC, ICP)
  - When all electronic communications are down

## DOCUMENT, DOCUMENT, DOCUMENT

## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Document Everything!
- Clear detailed records will be required to recover losses and expenses through insurance carriers, disaster recovery grants, and other sources.
- Keep detailed property records, Videotape and/or photograph damage.
- Establish a separate chart of accounts for all recovery expenses.
- Track labor, materials, and service costs related to recovery.
- Track lost revenues (be prepared to justify your calculations).
- Use ICS forms to document emergency operations.
- Have a scribe...or two...or three!

## CONFRONT PEOPLE AND LISTEN, LISTEN, LISTEN



## AIR FLORIDA 90 CRASH, JANUARY 13, 1982

Aircraft struck I4<sup>th</sup> Street Bridge and plunged into the Potomac during a storm.

We are often “trained” not to confront people – which can be detrimental.



## RABIN ASSASSINATION, NOVEMBER 4, 1995

- Israeli Prime Minister, Yitzhak Rabin, was assassinated at the Kings of Israel Square in Tel Aviv
- Assassin was an Israeli ultranationalist terrorist, who strenuously opposed Rabin’s peace initiative.



## WHAT DOES THIS MEAN FOR YOUR CAMPUS

- Train individuals to confront those on your campus who aren't familiar, look lost, or engaging in suspicious activities. Train them to look for Pre-Incident Indicators and to follow their intuition.
- Confront people on safety and security issues.
- When people confront you with safety issues, LISTEN and investigate.
- Don't marginalize safety & security issues brought to you.

## TEA FIRE

### WESTMONT COLLEGE LESSONS LEARNED

## TRIAL BY FIRE – PLANNING PAYS OFF

6-minute video re “Why bother?” or “It’ll never happen to me.”

## TRIAL BY FIRE – LESSONS LEARNED

- **Drill**
  - Gotta have muscle memory
- **Adjust**
  - Best plans will need to adapt
- **Use your tools**
  - Be mindful of key resources
- **Unexpected**
  - ... happens at unexpected times
- **Aftermath**
  - The OMG effect
- **Get help**
  - Check your policy to ensure covered
- **PR Matters**
  - Be poised to manage your reputation
- **Celebrate success**
  - You helped a miracle to happen
- **Carámba!**
  - *Stay and Go* plans

## TRIAL BY FIRE – LESSONS APPLIED

For Schools: **integReady** planning support tool

- Accelerate
- Measure
- Relax

[integReady.org](http://integReady.org) *(a non-profit offering from Westmont College)*