

TORTOISE'S GUIDE TO DISASTER PROCEDURES

Session 1: Tortoise's Guide to Hare-Raising Disaster Procedures

Session 2: Tortoise's Guide to Winning with Disaster Procedures



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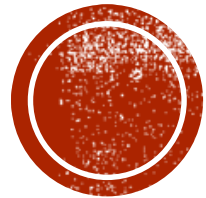
Training for OC American Red Cross Academy 2014

OBJECTIVES



Attendees will:

- Distinguish between the different types of emergency plans
- Review a planning cycle modified specifically for creating campus Disaster Procedures
- Review considerations for and assess need for General Disaster Response Procedures
- Use a simple structuring device to create a “disaster procedure” from other agencies’ disaster specific response actions



DEVELOPING DISASTER PROCEDURES



Go Slow to Go Fast

It's the nuts and bolts for Staff/Faculty



PLANS

- **Comprehensive School Safety Plan (K-12)**
 - Contained in California Education Code Sections 32280 through 32289
 - **32282** – Sub-sections **A** through **J** list specific areas that constitute a complete Comprehensive School Safety Plan
 - A. Child Abuse Reporting Procedures
 - B. Disaster Procedures
 - C. Policies for suspension and expulsion
 - D. Procedures to Notify Teachers of Dangerous Students
 - E. A Discrimination and Harassment policy
 - F. The Provisions of a School-Wide Dress Code
 - G. Procedures for Safe Ingress and Egress
 - H. A Safe and Orderly Environment Conducive to Learning**
 - I. The Rules and Procedures for School Discipline
 - J. Hate Crime Reporting Procedures
- **Safe Schools Plan (K-12)**
 - Part of the CSSP. This is “H” in the Ed Code
 - Goals, Objectives and Action Steps to improve school safety



PLANS

- **Emergency Operations Plan (EOP)**

- Describes how people and property will be protected in disaster and disaster threat situations; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available for use in the disaster; and outlines how all actions will be coordinated.

- **Emergency Response Plan/Procedures**

- For K-12 this is “B” in EC 32282
- Disaster procedures
- Can be an appendix in the EOP

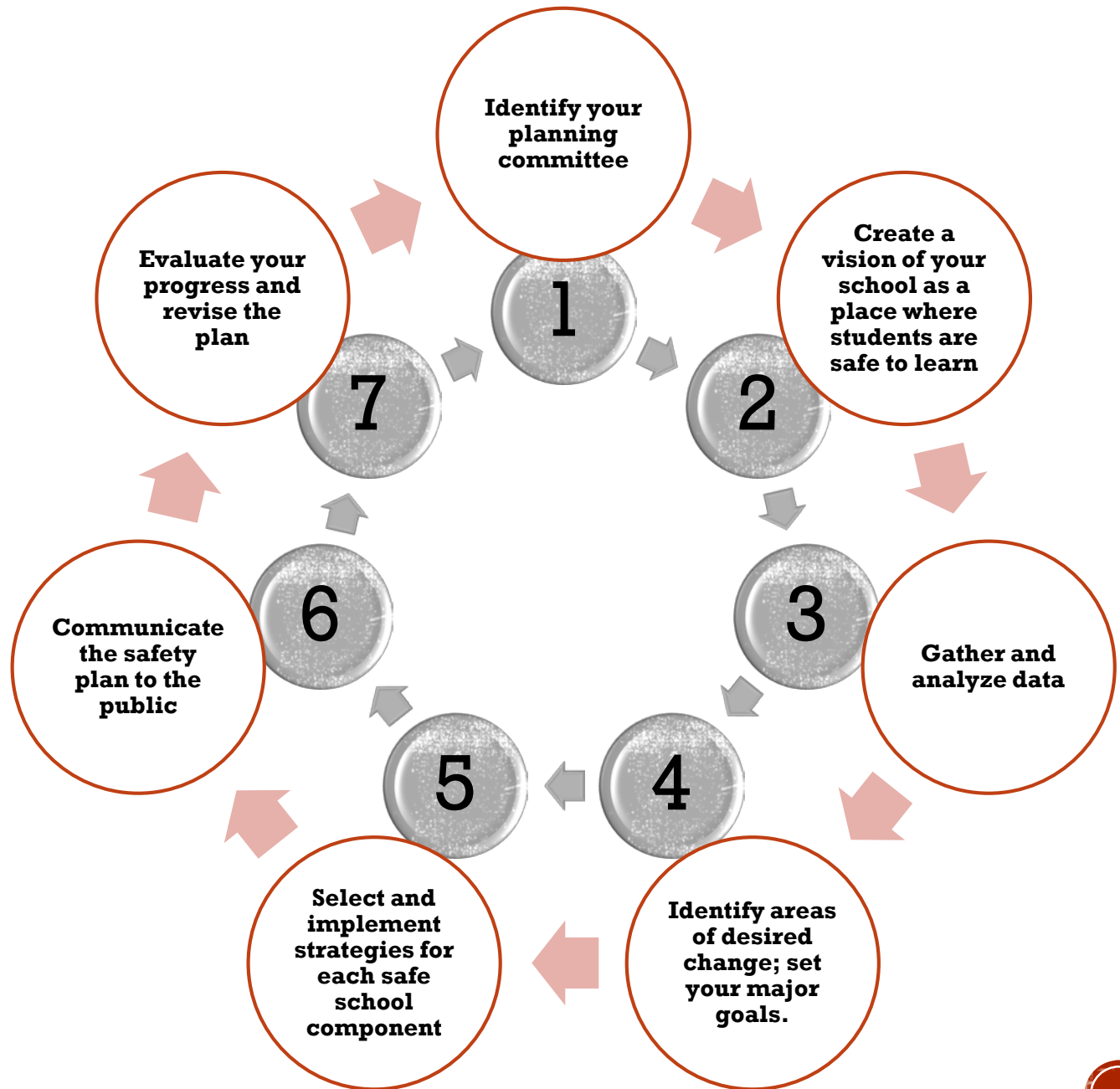
- **Business Continuity Plan**

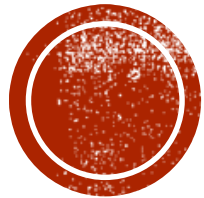
- **Other**

The 7-Step Planning Process

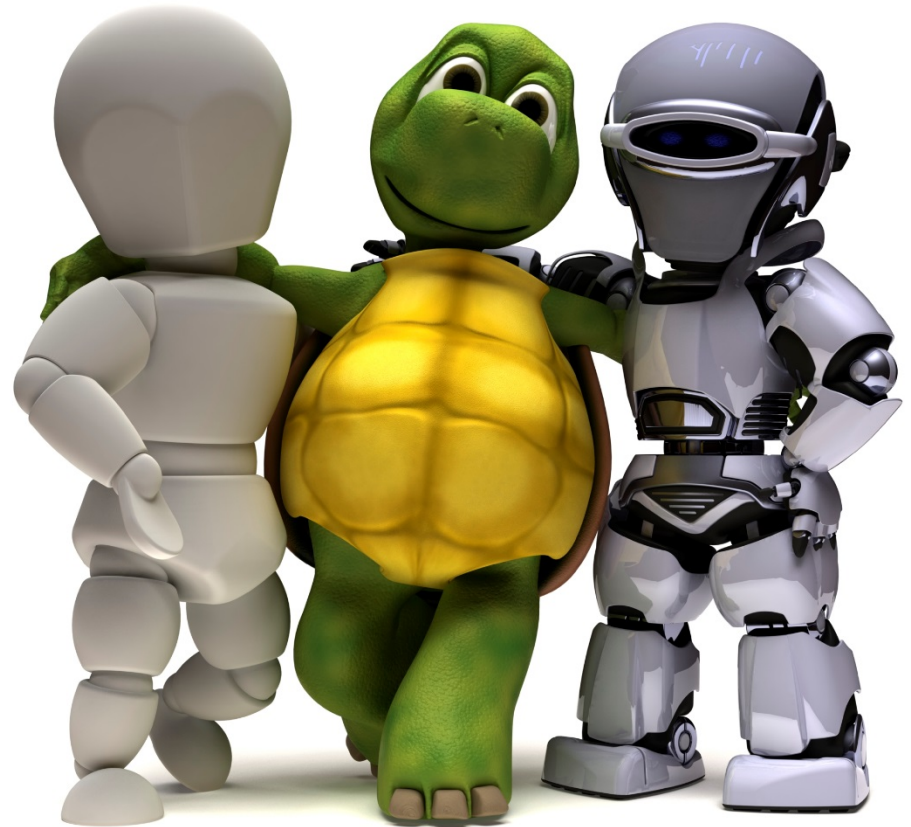
Use it to create your
Safe Schools Plan

But modify it for
other purposes like
developing your
disaster procedures.





STEP #1



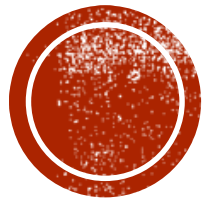
Gather Your Team

Make Sure you have the Right
People on the Bus



CRITICAL DISCUSSION

- Who do you currently have “on your team?”
- Who isn't on your team that you think you should have?



STEP #2



Conduct your
Hazard/Threat Assessment
(Gather and Analyze Data)

HAZARD/THREAT ASSESSMENT

The term **Hazard** is used in different contexts:

- **Natural hazard** typically refers to a natural event such as a flood, wind, or seismic disaster
- **Human-caused (or manmade) hazards** – examples are “threats of violence,” “terrorism,” “technological hazards.” These are distinct from natural hazards primarily in that they originate from human activity – can be human made items that are in your school



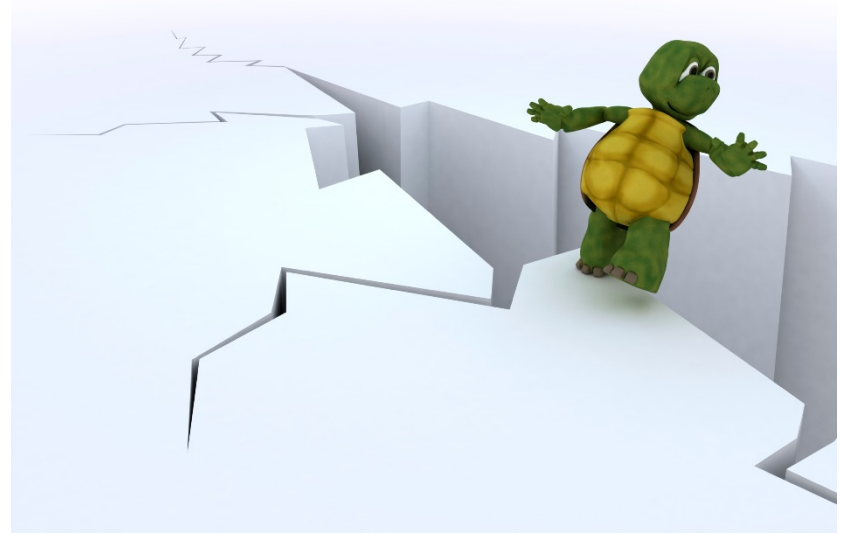
THREAT (HUMAN-CAUSED) FACTORS FOR SCHOOLS



- Existence – Do they exist in your area?
- History – Do they have a history of violence?
- Intentions – Is there evidence that they intend to commit a violent act?
- Capability – Do they have the capability of completing a violent act?
- Targeting – Are they targeting your school?



HAZARD FACTORS FOR SCHOOLS

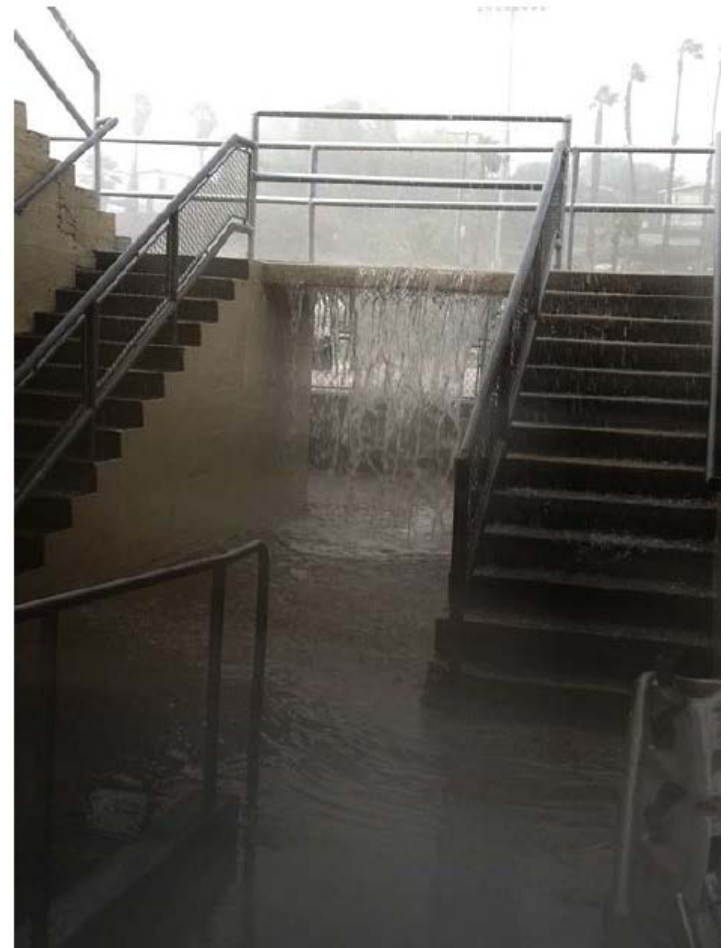


- Existence – Do they exist in your area?
 - Internal (Remember – sometimes we create hazards!)
 - External
- History – Do they have a history of causing damage in your area?





SOMETIMES
IT IS A “NO-BRAINER”



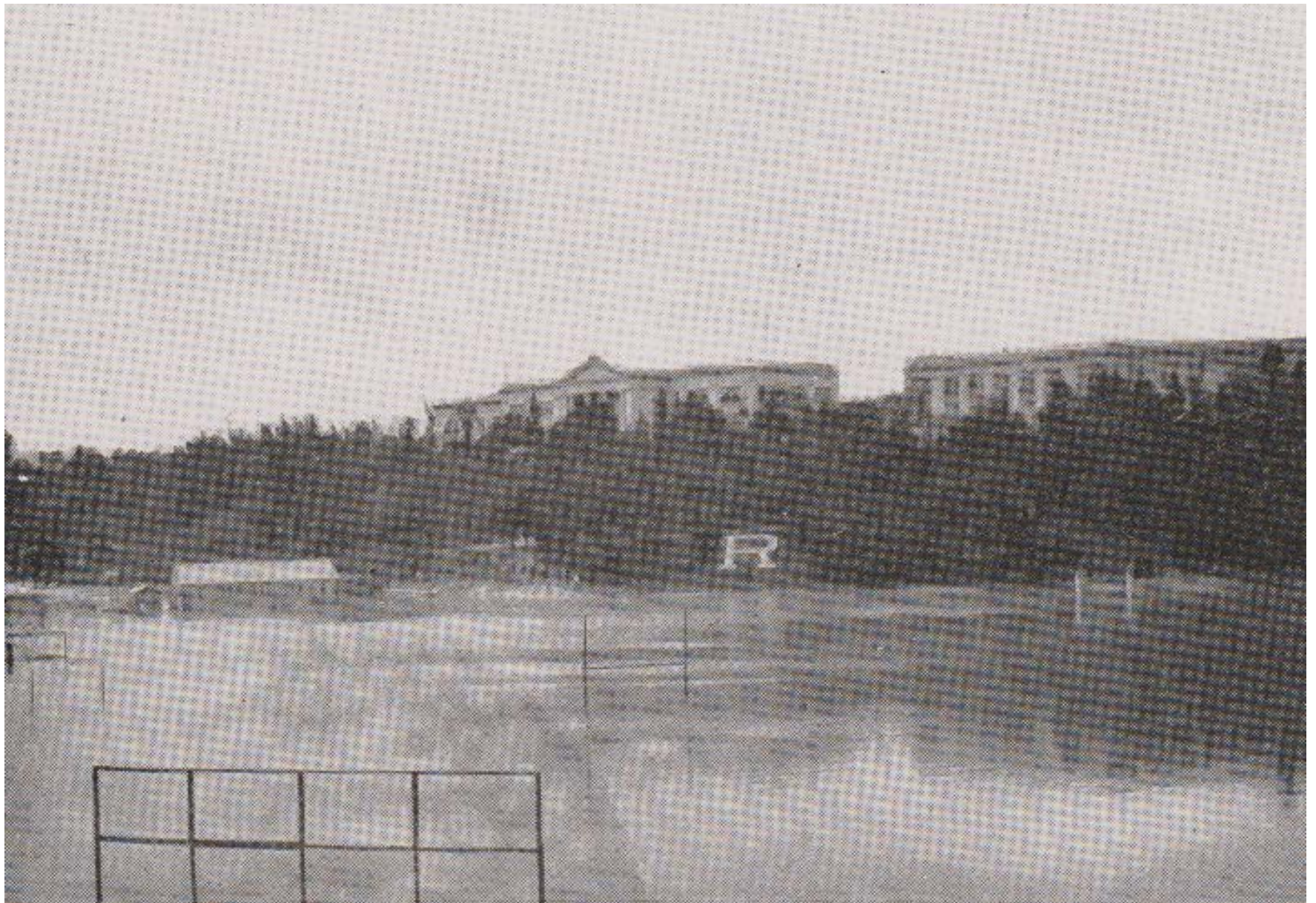
RCC 2013





RCC circa 1910





RCC 1927





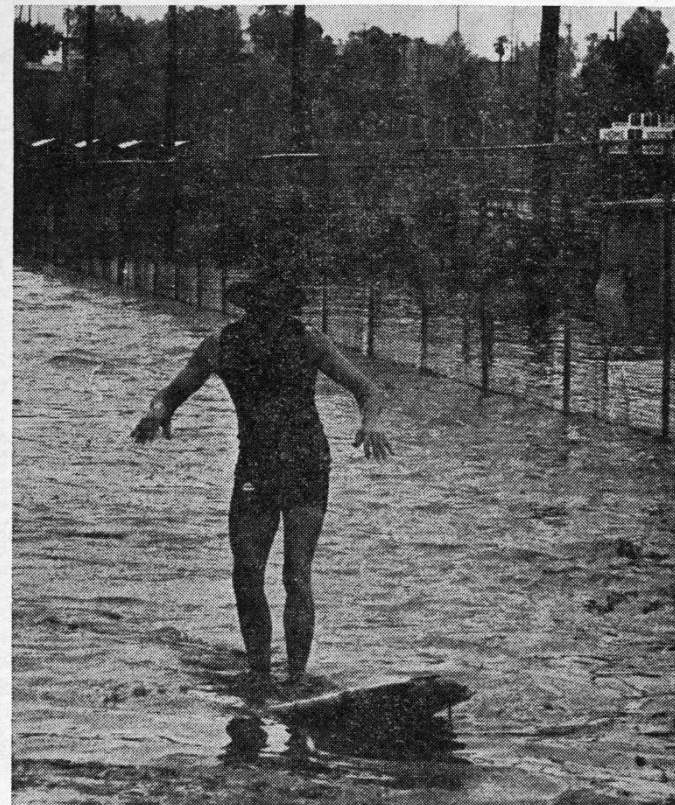
RCC 1952





RCC 1967





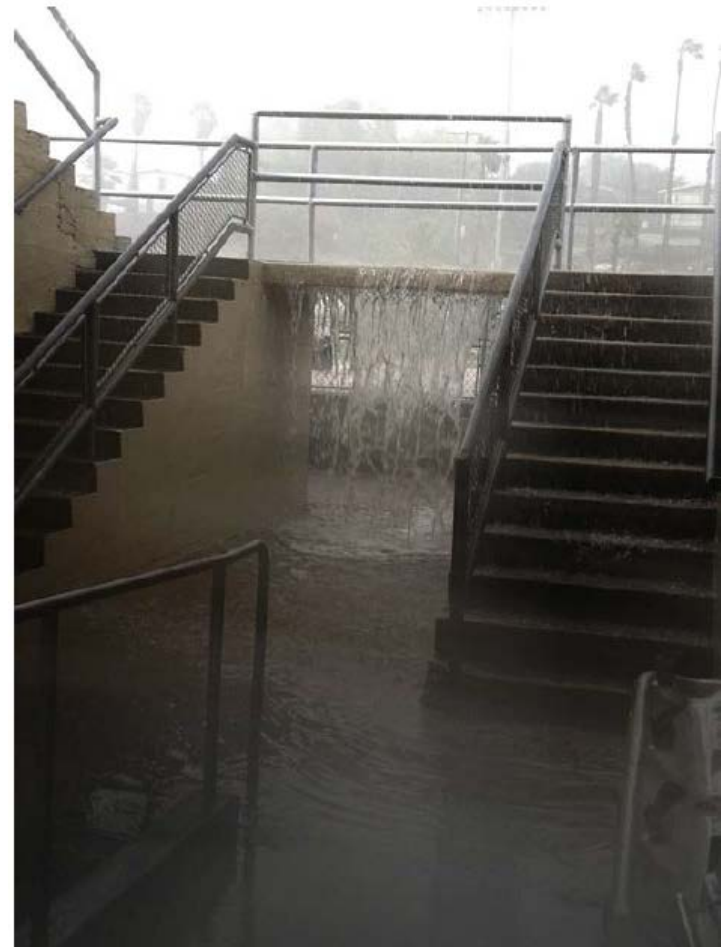
RCC 1969





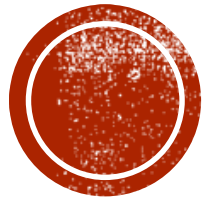
RCC 2010





RCC 2013



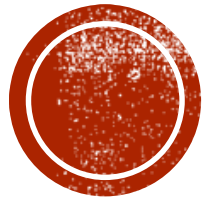


ARE FLOODS A HAZARD AT RCC?

Does a flood hazard exist for RCC?

Is there a history of floods causing
damage at RCC?

		COUNTY		LOCAL JURISDICTION		
HAZARD		SEVERITY 0 - 4	PROBABILITY 0 - 4	SEVERITY 0 - 4	PROBABILITY 0 - 4	RANKING 1 - 20
EARTHQUAKE		4	3			
WILDLAND FIRE		3	4			
FLOOD		3	3			
OTHER NATURAL HAZARDS						
DROUGHT		3	3			
LANDSLIDES		2	3			
INSECT INFESTATION		3	4			
EXTREME SUMMER/WINTER WEATHER		2	4			
SEVERE WIND EVENT		3	3			
AGRICULTURAL						
DISEASE/CONTAMINATION		3	4			
	TERRORISM	4	2			
OTHER MAN-MADE						
	PIPELINE	2	3			
	AQUEDUCT	2	3			
	TRANSPORTATION	2	4			
	POWER OUTAGE	3	4			
	HAZMAT ACCIDENTS	3	3			
	NUCLEAR ACCIDENT	4	2			
	TERRORISM	4	2			
	CIVIL UNREST	2	2			
	JAIL/PRISON EVENT	1	2			
MEDICAL						
PANDEMIC						



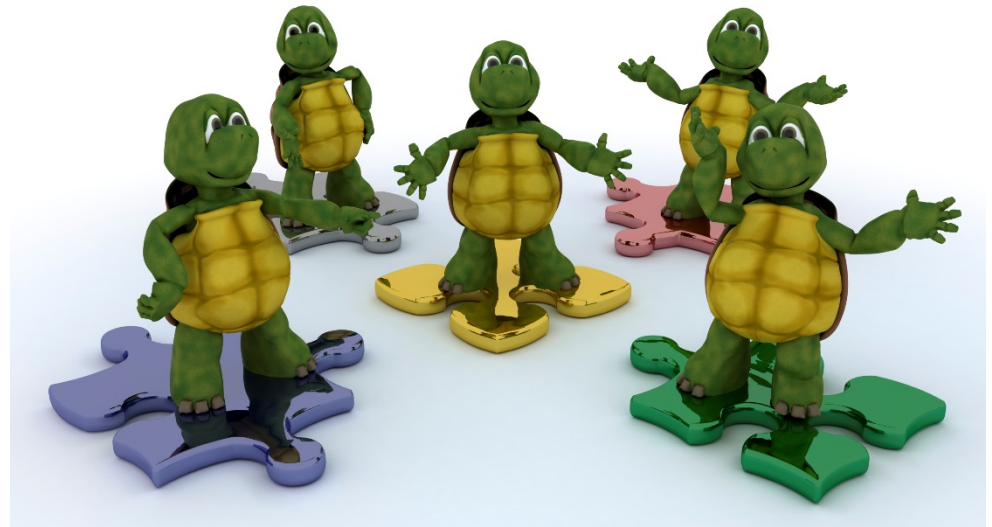
STEP #3



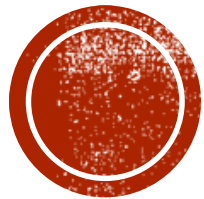
Identify Areas of Desired
Change – Set Goals

SET GOALS

- From the Hazard/Threat Assessment, your campus should be able to determine what major critical incidents need response procedures



Just remember, we can't plan for **every single** type of event... that is why we focus on those that are most likely to occur in our region or cause the most damage.



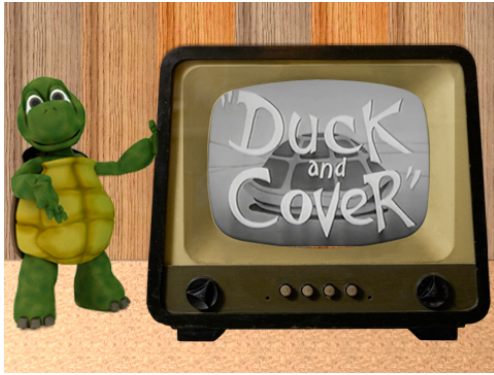
STEP 4.1



Establish General Response
Procedures

GENERAL EMERGENCY RESPONSE ACTIONS

- Drop, Cover & Hold On
- Shelter-in-Place
- Lock-Down (or whatever your campus calls it)
- On-Campus Evacuation
- Off-Campus Evacuation
- All Clear
- Reunification



DROP, COVER & HOLD ON

Things to Consider

- First and every indication of an earthquake should prompt action immediately
- Individual with functional and access needs
- If in doubt, get out (after shaking stops)

SHELTER-IN-PLACE



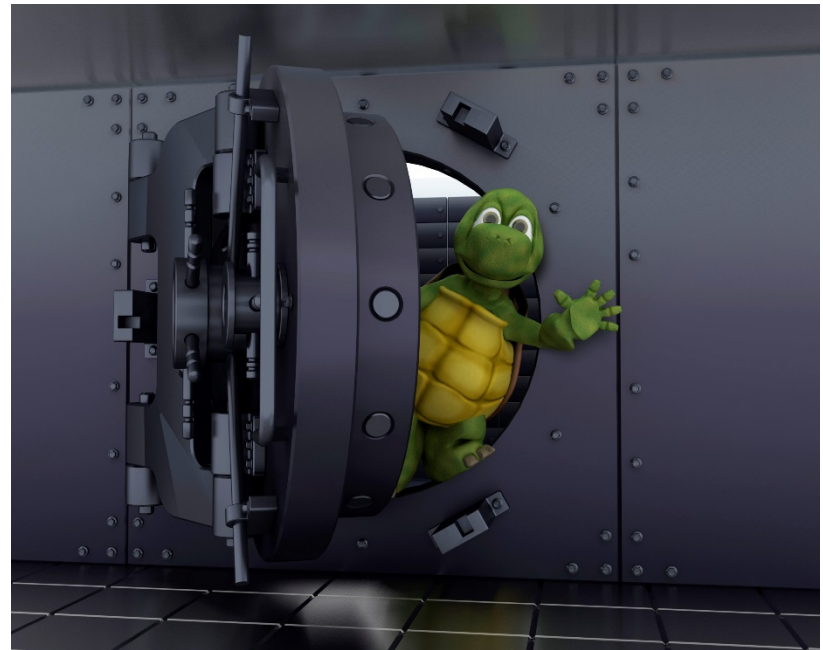
Things to Consider

- Who knows how to turn off HVAC system?
- Individuals who are outside
- Medically fragile individuals

LOCK-DOWN

Things to Consider

- No codes
- Cell phone use
- Doors open in or out?
- Safe rooms
- Individuals who are outside?
- Provide options – (Escape, Barricade, Defend; Run, Hide, Fight; Get Out, Hide Out, Take Out)



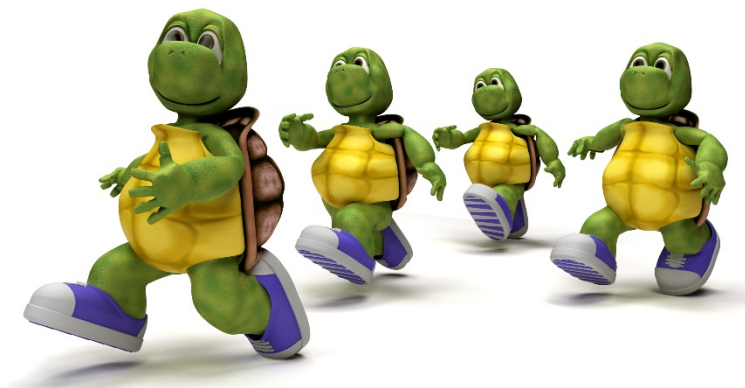


ON-CAMPUS EVACUATION



Things to Consider

- Have two internal evacuation plans
- Do staff have “grab and go bags” or first aid kits that they should bring with them?
- Do staff bring fire extinguishers with them?
- Weather conditions?
- Bathroom breaks?
- Water?

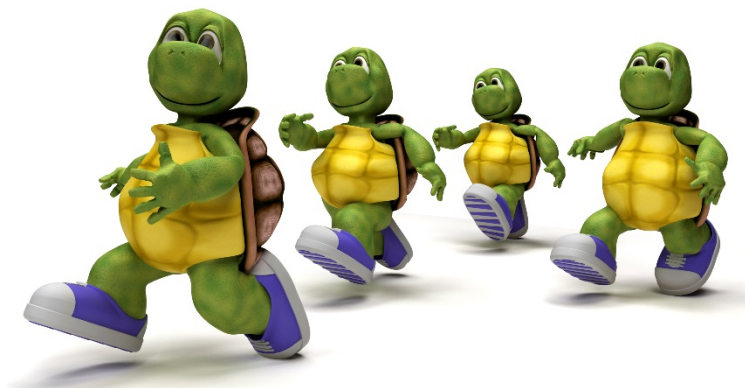


OFF-CAMPUS EVACUATION



Things to Consider

- If possible, have two external evacuation points – one walking distance, one via transportation
 - Ensure that agreements (MOUs or MAAs) are established
- Who needs to help?
 - Building & Floor Captains
 - CERT
 - Transportation Department
- What needs to be taken with you?
 - Emergency cards/laptops with network access
 - Emergency supplies
 - Other?



OFF-CAMPUS EVACUATION



Things to Consider

- Transportation
- Accountability
- Reunification

ALL CLEAR

Things to Consider

- Who (structural engineer, hazmat team, etc) can provide the “all clear?”
- How and who on campus can give the “all clear” for teachers and students?
- How will you re-populate the buildings?



REUNIFICATION *THINGS TO CONSIDER*



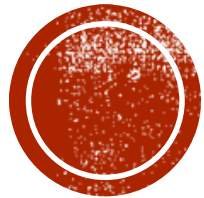
- Parent/Family check-in center:
 - Where do you want parents/family to go for information
 - Should be out of sight from where students are stationed
- Student sign-out sheets:
 - When and to whom did you release the student to
- Administrator in charge:
 - Someone with authority, assertive, and in communication with the management team
- Interpreters available:
 - What languages do the parents/families understand

PARENT/STUDENT REUNIFICATION

- The process will take time
- Must be an orderly process
- Will possibly occur off campus
- Directions will be communicated to parents/family
- Parents in K-12 situation must be prepared to show ID
- Please keep emergency release information current on the campus website and other communication systems
- High stress jobs – may need relief frequently

WHAT NEXT?

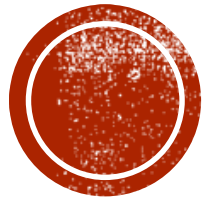
- Lockdown drills involving students
- Reunification drills involving parents/families
- Remind Parents and Students to regularly update all emergency information with the school
- Talk to parents at the beginning of the year “Who will you permit to take your children home if you cannot get to school?”
- Remember – An “All-Hazards” approach



EXAMINE GENERAL RESPONSE PROCEDURES



- Do you believe that your campus should list General Response Procedures as part of your Disaster Procedures?
- All of the ones discussed?



STEP 4.2



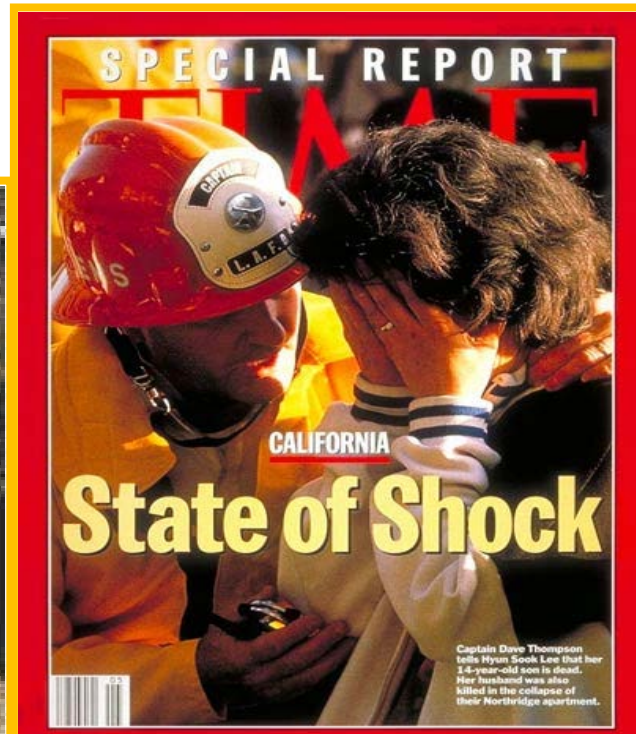
Develop Specific Disaster
Procedures



CRITICAL DISCUSSION

- What Type of Disaster or Crisis Could Occur or Has Occurred on Your Campus?

EARTHQUAKE?

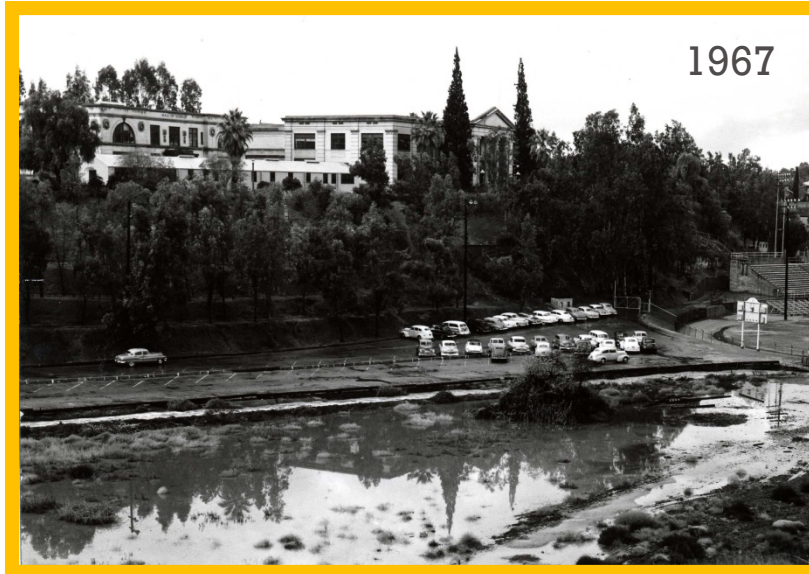


FIRE?



FLOOD?

Riverside Community College District
Current Track & Field



SHOOTER/VIOLENCE?



TERRORIST EVENT?



TORNADO?



EVENTS INVOLVING STUDENTS?



Bus Accident



Auto Accident



Student Walk-out

PANDEMIC INFLUENZA?

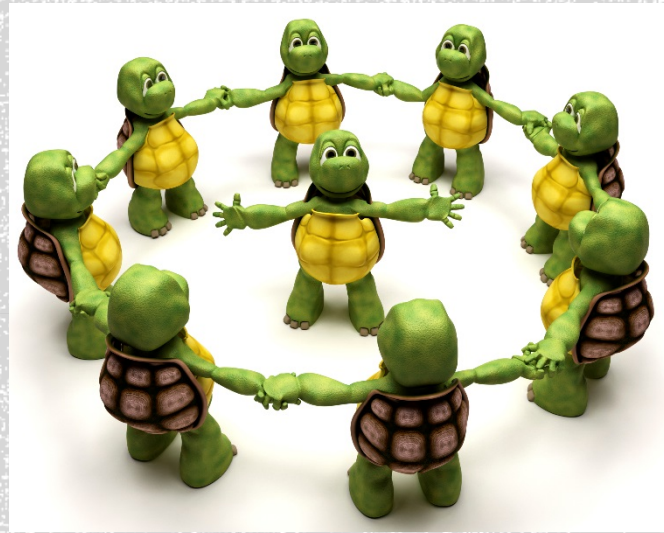


DISASTER PROCEDURES

- Accidents
- Active Shooter
- Animal Disturbance
- Armed Student(s)
- Bomb Threat
- Earthquake
- Fire or Explosion (Internal)
- Fire or Explosion (External)
- Flood
- Gang Fight/Riot
- Hazardous Material Spill
- Homicide
- Hostage Situation
- Kidnapping/Child Abduction
- Missing Child
- Pandemic Influenza
- Plane Crash
- Rape/Sexual Assault
- Suicide
- Suspicious Circumstances
- Terrorist Event

Does your school/district have procedures for other hazards/disaster?

MEET YOUR TEAM



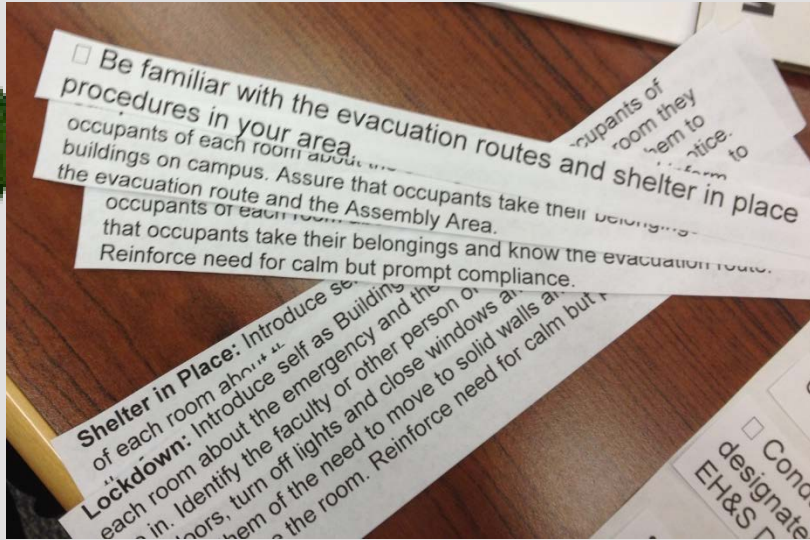
Your Table is Your
“Disaster Procedures Planning Team”

THE ENVELOPE PLEASE...

Time to open your envelopes!

DISASTER PROCEDURES

- Each table has an envelope.
- In the envelop are directions for a specific type of disaster (Fire, Earthquake, Bomb Threat, etc.) from **several** schools/colleges.
- But the directions are cut into strips – one idea to a strip.
- As a table you will be creating your own disaster procedures using these strips.
- Because they are from several different schools/colleges, you will see concepts/directions repeated on the strips, most likely phrased differently.



COMBINE LIKE IDEAS

Combine the pieces of paper that drive the same point, but are worded differently



Evacuation or Emerg

- Ensure that people follow the appropriate evacuation route, and that they are directed to a safe, post-evacuation meeting place.
- "Sweep" every room in your area to make sure that everyone has evacuated.
- 5. Make certain that all occupants are evacuated from buildings and secure each room indicating the room is clear.
- 4. Direct Faculty and Staff on the evacuation route.
 - Evacuate staff and students from the problem area only.
- Direct occupants in your area during an emergency evacuation.
 - Evacuate, Shelter-In-Place or Lock down their area as appropriate.
 - Inspecting and securing stairwells during an evacuation.
 - Directing and assisting Floor Monitors during an evacuation.

Supplies

- Coordinate the use of any emergency supplies in the area.
- Pick up cache of supplies and building checklist

Communicate with others

Debrief as directed

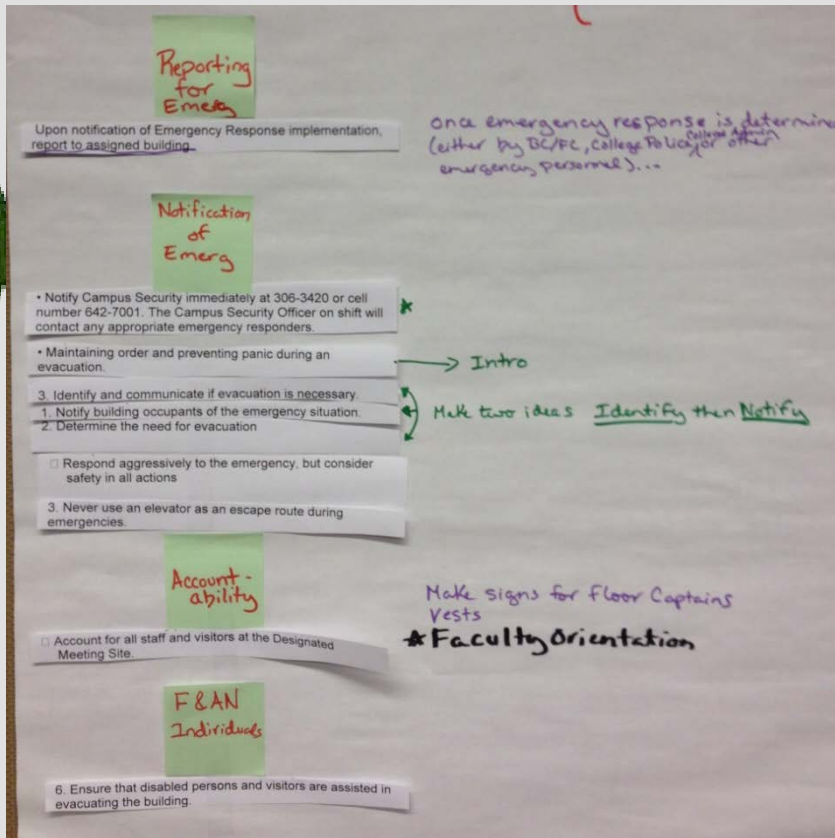
- Communicate information within the area as appropriate.
- At the Emergency Assembly Area provide information to evacuees.
- Assure that "All Clear", when announced, is received by all.

Building captains, as designated safety representatives, will be the first point of contact for safety information and incident reporting for all building occupants.

Monitor progress and make changes when necessary

LABEL EACH IDEA

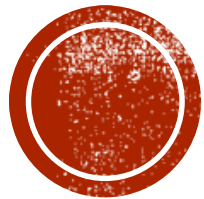
Since each stack has its own unique theme – label it



Use what others have developed where appropriate and then add information based on your own lessons learned or college protocols.

SELECT THE WORDING YOU LIKE BEST

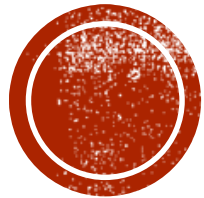
Remove all
unwanted
items and
add any
additional
info



STEP 5



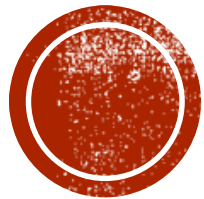
Communicate Procedures to Stakeholders



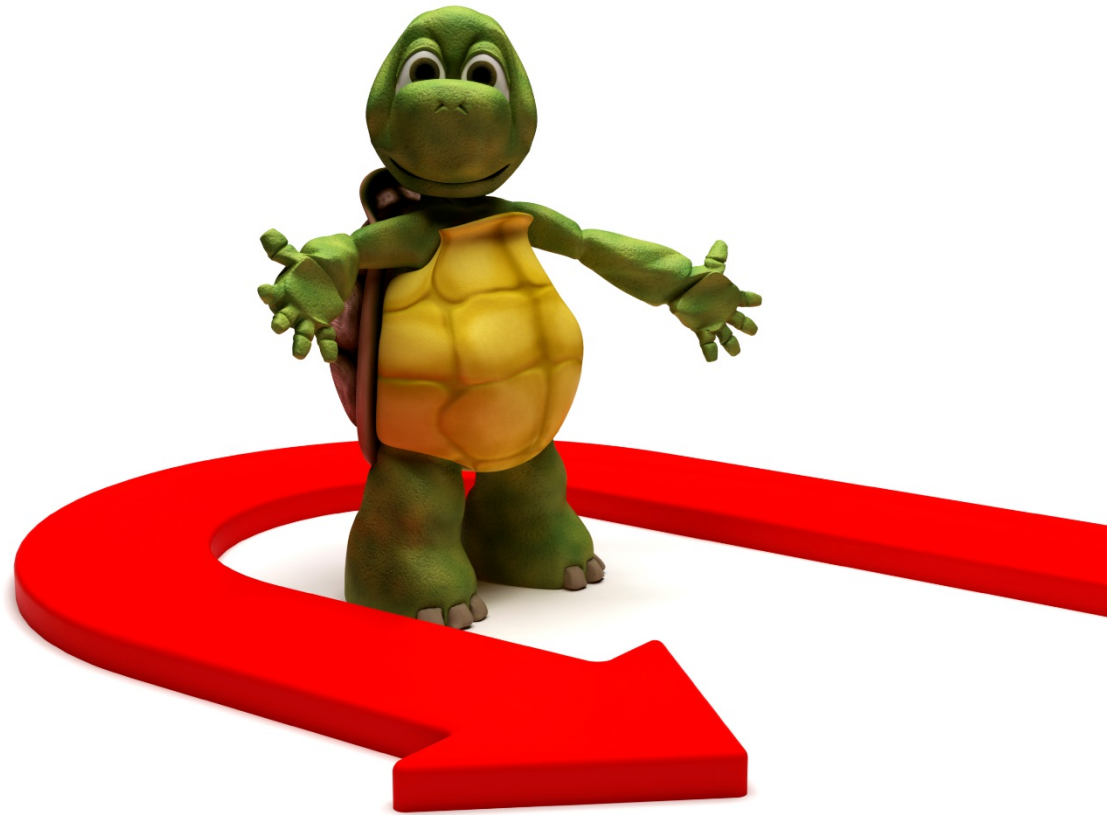
STEP 6



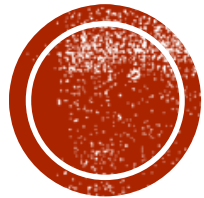
Test Your Procedures with
Drills/Exercises



STEP 7



Revise Your Procedures Based
on Lessons Learned from
Exercises and Real Events



TAKE EVIDENCE OF YOUR WORK

Take Photos of Brainstorm Sheets

Photos will also be posted on

www.colganstone.com by the end of the week.

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Website has many Campus Safety & Security Resources