

Taking the Mystery out of Crisis Response Planning

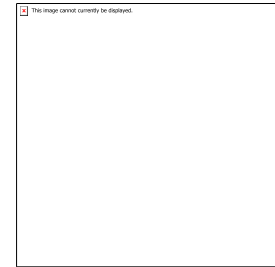
Following the Rules with Flair!



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What is the No. 1 Rule when Planning for Emergencies?

Collaboration =
Different Perspectives!



What do Different Perspectives often bring when planning?

Conflict



What does conflict cause meetings to be?

LONG...
UNPRODUCTIVE...
FRUSTRATING...
Shall I go on???



Using Decision Making Models and Structuring Devices can...

- Expedite the decision making process
- Channel different perspectives in productive forum
- Reduce unnecessary conflict while encouraging opinion sharing
- Assist with using data in order to facilitate decision making
- Create buy-in from stakeholders
- Provide leverage (which sometimes means \$) with administration
- Encourage creativity and innovation

Situation that Needs Attention (SITNA)

- In designing this workshop I made the following ASSUMPTIONS:
 - Most individuals in this room have met with challenges while trying to conduct productive, efficient meetings
 - Most individuals in this room at one time or another have seen crisis planning as a painstaking or daunting task
 - Most individuals in this room have sat in a meeting where one person dominated the conversation or emotionally hijacked the meeting



Situation that Needs Attention (SITNA)

- In designing this workshop I made the following ASSUMPTIONS:
 - Most crisis planners in schools have it as an “other duty as assigned”
 - Most participants would rate themselves between a 3-7 on a 1-10 scale if asked about your expertise in “emergency preparedness and management”
 - You are here because you are, at least a little, interested in getting your school prepared (or are an emergency geek like me)



Situation that Needs Attention (SITNA)

This workshop is designed to...

- Remind participants that there are ways to conduct productive and efficient meetings
- Introduce one decision making model for use in Crisis Planning
- Introduce several structuring devices to use in planning for the four (4) phases of Emergency Management
- Provide ideas on how to obtain objectives while planning
- Demonstrate simple, quick ways to collect information from groups of individuals without undue conflict or long, drawn out meetings!

Situation that Needs Attention (SITNA)

This workshop is not designed to...

- Make participants experts in decision making models
- Make participants experts in every structuring device out there
- Solve all your crisis planning problems (sorry – if I could do that, I would be a millionaire and on a beach in Thailand right now!)
- Make you millionaires (sorry – but if you do become one, let me know how you did it, so I can join you, we can give money to our schools for crisis planning, and still have our vacation in Thailand!)

Four Phases of Emergency Management

- **Mitigation/Prevention:** Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause
 - Prevention decreases the likelihood that an emergency will occur
 - Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented
- **Preparedness:** Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities or emergencies will occur

Taken from: Readiness and Emergency Management for Schools, Technical Assistance Center Website: <http://rems.ed.gov/>

Four Phases of Emergency Management

- **Response:** Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, your agency
- **Recovery:** Teaming with community partners to assist individuals in the healing process, and restore healthy and safe environment following an emergency event

Taken from: Readiness and Emergency Management for Schools, Technical Assistance Center Website: <http://rems.ed.gov/>

Prevention/Mitigation

Prevention/Mitigation: Identifying all potential hazards and vulnerabilities and reducing the potential damage they can cause

Prevention decreases the likelihood that an emergency will occur

Mitigation actions are steps that eliminate or reduce the loss of life or property damage for events that cannot be prevented.

Mitigation/Prevention Strategies

- Conduct the following assessments

- Risk

- Threat
 - Vulnerability
 - Hazard



RISK ASSESSMENTS

- Risk is the likelihood of an event occurring multiplied by the consequence of that event.

$$\text{Risk} = \text{Likelihood of Occurrence (Probability)} \times \text{Consequence (Severity)}$$

Probability - Risk Assessment

What are the chances of the event happening in the time listed?

The probability scale:

0 - Does not apply to your jurisdiction

1 – Unlikely

- The possibility of the event happening is less than 1 % in the next 100 years

2 – Possible

- The possibility of the event happening is between 1% and 10 % within the next year, OR
- There is at least 1% chance of occurrence within the next 100 years

3 – Likely

- The possibility of the event happening is between 10% and 100% within the next year, OR
- There is at least 1% chance of occurrence within the next 10 years

4 – Highly Likely

- The possibility of the event happening is very high (near 100 %) in the next year.

Severity - Risk Assessment

How bad will the event affect your school?

The severity scale:

0 – Does not apply to your school

1 – Negligible Damage and Impact

- This means there will be:

- Injuries and/or illnesses are treatable with first aid
- Minor “quality of life” lost
- Shutdown of critical facilities and services for 24 hours or less
- No more than 1% of property is severely damaged.

2 – Limited Damage and Impact

- This means there will be:

- Injuries and/or illnesses do not result in permanent disability
- Complete shutdown of critical facilities for more than 1 week
- More than 10 % of property is severely damaged

Severity - Risk Assessment

3 – Critical Damage and Impact

- This means there will be:
 - Injuries and/or illnesses resulting in permanent disability
 - Complete shutdown of critical facilities for at least two weeks
 - More than 25 percent of property is severely damaged

4 – Catastrophic Damage and Impact

- This means there will be:
 - Multiple deaths
 - Complete shutdown of critical facilities for 30 days or more
 - More than 50 percent of property is severely damaged

Vulnerability Assessment

- A description or measure of what is **exposed and susceptible to hazard** impacts rather than a prediction of what will happen.
- Vulnerability focuses on measurable physical, political, economic or social variables.

Vulnerability Factors for Schools

- **Level of visibility/exposure to hazard**
- **Hazard access to campus/services** (can a hazard enter the potential target)
- **Potential target threat of hazard** (what is on campus that could be used against the school, or could escalate a situation)
- **Site population capacity**
- **Potential for collateral mass casualties**
- **Supplies & Preparedness** (Does your school have supplies and are the staff/students prepared?)

Adapted from TEEEX, Texas A&M, Threat & Risk Assessment Course.

Hazard/Threat Assessment

The term **Hazard** is used in several 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



Taken from: FEMA, IS 426, Chapter 1

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?

Adapted from TEEEX, Texas A&M, Threat & Risk Assessment Course.

| HAZARD | COUNTY | | LOCAL JURISDICTION | | |
|-------------------------------|-------------------|----------------------|--------------------|----------------------|-------------------|
| | 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 | | | | | |

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?

RCCD's Process for Local Hazard Mitigation Plan

- Reviewed/Talked about each Hazard listed in LHMP – including past incidents at RCCD
- Placed meeting participants into multi-discipline groups.
- Using probability scale – each group scored the hazards, based on discussion/past history. Large group conducted further discussion, and decided on probability score.

RCCD's Process for Local Hazard Mitigation Plan

- Used same process on Severity Scale.
- Ranking – used “Spend a Dot” structuring device.
 - Each participant got ten dots to spend on “High Priority” and ten to spend on “Low Priority” for mitigation, prevention and preparedness.

Preparedness

Collaborating with community partners to develop plans and protocols to prepare for the possibility that the identified hazards, vulnerabilities or emergencies will occur.

REVISIT: Mitigation/Prevention Strategies

- Conduct the following assessments

- Risk
 - Threat
 - Vulnerability
 - Hazard



Preparedness includes...

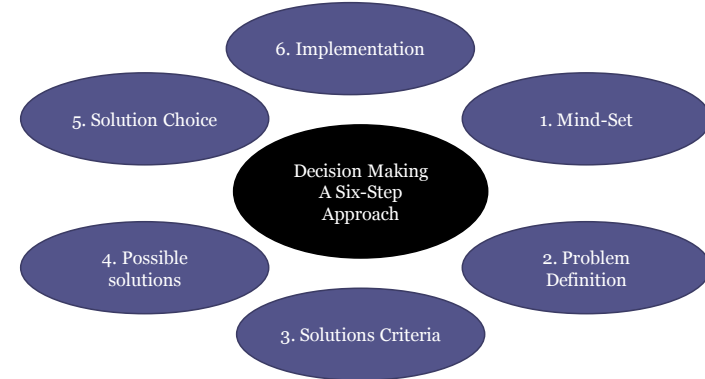


- Planning
- Organizing
- Equipment
- Training
- Exercises

Evacuation Chair Standardization

- Formed a Standardization Committee
- Followed the Six Step Decision Making Process (Harvey, Bearley & Corkrum)

DECISION MAKING: A Six Step Approach



Harvey, Thomas, Bearley, William, and Corkrum, Sharon. *The Practical Decision Maker: A Handbook for Decision Making and Problem Solving in Organizations*. Maryland: The Scarecrow Press, 1997.

MINDSET

- The District Evacuation Chair Standards Committee was formed in January 2012, after an unplanned fire drill (December 2011) resulted in an individual with an access need stranded on the 3rd floor of the Humanities building at Moreno Valley College, with no way of descending the stairs.

PROBLEM DEFINITION:

- **Problem #1:** Due to the lack of Evacuation Chairs in Riverside Community College District facilities some individuals with functional limitations currently do not have equal access to evacuation during an emergency.
- **Problem #2:** Riverside Community College District recently became one district with three different colleges. With this transition, the colleges are beginning to become autonomous in some areas and may not always consult the other colleges when planning and implementing new ideas. SEMS and NIMS mandate that agencies unify all elements of the emergency management community into a single integrated system and standardize key elements. Although it is important for the colleges to have autonomy in some areas, it is critical that RCCD standardize emergency processes and equipment, so roving employees and students are able to function during a critical incident, no matter which RCCD facility they are located.

SOLUTION CRITERIA

- Listed all criteria desired for evacuation chairs
- Prioritized the top criterion to evaluate each evacuation chair model (using spend-a-dot structuring device)

| PRIORITIZED CRITERIA | |
|----------------------|---------------------|
| Transports 500 lbs* | Mount on Wall |
| Strong Construction | Safety Harness |
| Operated by 1 person | Light Weight |
| Up & Down Stairs | Ease of Use |
| Intuitive Function | Full Back/One Piece |
| Easily Transported | |

*After discussion with several vendors and subject matter experts, the committee decreased the lbs. the model needed to carry. The rationale for this decision was that only trained first responders should attempt to move individuals who weight over 250-300 lbs.

SELECTED MODEL (SOLUTION CHOICE)

- Using prioritized criteria, selected several models to review and evaluate
- The committee evaluated each chair and rated the chair based on the criteria
- The decisions were based on both the criteria ratings and committee discussion
- Rating sheets and outcomes were included in final report appendix

ALPHA BRAND EVACUATION CHAIR EVALUATION

| CRITERIA | Original Assessment | Evaluation Score 1-5 | COMMENTS |
|---|----------------------------------|----------------------|----------|
| Transports 500 lbs | x | | |
| Strong Construction | x | | |
| Operated by 1 person | x | | |
| Up & Down Stairs | x | | |
| Intuitive Function | x | | |
| Easily Transported | x | | |
| Mount on Wall | x | | |
| Safety Harness | x | | |
| Light Weight | x (34 lbs) | | |
| Ease of Use | x | | |
| Full Back/One Piece | x | | |
| OVERALL RATING | | | |
| GENERAL COMMENTS | Dual wheel Brakes. Hand control? | | |
| Rank the chair based on each criteria on a scale of 1 - 5. Five (5) being the highest, one (1) being the lowest | | | |
| NAME: | | | |

Implementation Plan

The committee:

- Understands RCCD does not currently allocate funds for purchasing emergency supplies and equipment
- Highly recommends that RCCD budgets funds for this implementation plan
- Recommends that RCCD has at least one evacuation chair for each multi-story building where one or more floors do not have access to ground level egress. This is to comply with federal mandates for "equal access"
- Discussed that purchasing chairs might be financially cumbersome, so the Purchase and Placement Schedule was designed to allow evacuation chairs to be placed at sites over time, spreading costs across several fiscal years, and providing chairs early in the plan at strategic locations around the campuses
- Endorses that it is the responsibility of RCCD to purchase X MODEL Evacuation Chairs based on the Purchase and Placement Schedule or develop a similar purchasing schedule

PURCHASE AND PLACEMENT SCHEDULE

| YEAR | RIVERSIDE | NORCO | MORENO VALLEY | DISTRICT |
|---------|------------------------------|-----------------------|-------------------------------------|------------------------------|
| 2012-13 | *Police Quad | *Police ST/Humanities | *Police Hum Academic Services (NEW) | District Office Alumni House |
| 2013-14 | Wheelock Business Ed | IT Student Services | Student Services Library | |
| 2014-15 | MLK Digital Library Bradshaw | Applied Technology | Ben Clark Training Center | |
| 2015-16 | Nursing Art Math & Science | | | |
| 2016-17 | Landis Stadium Tech Bldgs | | | |

NOTE: All construction or remodel of multi-level buildings should include at least one evacuation chair. These evacuation chairs will be IN ADDITION TO, and NOT REPLACE the above chair purchases.
 *The first chair is assigned to go to the police department, as it is the only department that is open 24 hours, 7 days a week. If necessary, the chair could be retrieved during evening classes.

Response

Working closely with first responders and community partners to effectively contain and resolve an emergency in, or around, your agency

Response Planning includes:

- Plan Implementation
- Communication
- Student accountability
- Parent Notification/Reunification
- Documentation
- First aid
- Search & Rescue
- Evacuation
- Use of Incident Command System

RCCD process for designing Building & Floor Captain Program Handbook

- Needed comprehensive Building Captain Program
- Asked other colleges for their information/handbooks on Captain program (most documents created by public institutions are not copyrighted – beg and borrow!)
- Received a plethora of information with varying degrees of specificity
- Needed to ensure:
 - All points were covered
 - Used only instructions applicable to RCCD
 - Easy to put together

RCCD process for designing Building & Floor Captain Program Handbook

- Had to initially design program alone
- Used modified Snow Card Technique

BUILDING & FLOOR CAPTAINS

Building & Floor Captains are responsible for the safety of students and property in their assigned areas. As safety representatives, they will be the first point of contact for safety information and assistance regarding fire, earthquake, and other emergencies. Their duties include:

• Conduct a monthly safety inspection of their assigned area, including fire exits, fire extinguishers, and other safety equipment.

• Participate in emergency drills and exercises.

• Provide information and assistance to students and staff during emergencies.

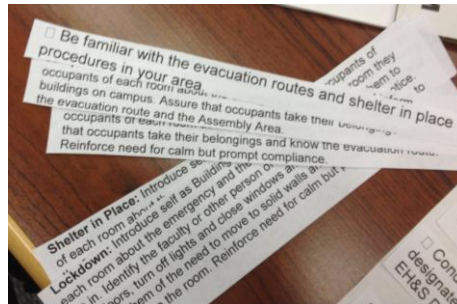
“Snow Card” Structuring Device

- Snow Cards can be used to identify
 - Areas of likeness or similarities
 - Possible causes of a problem
 - Norms & tenets during strategic planning vision development
 - Possible solutions

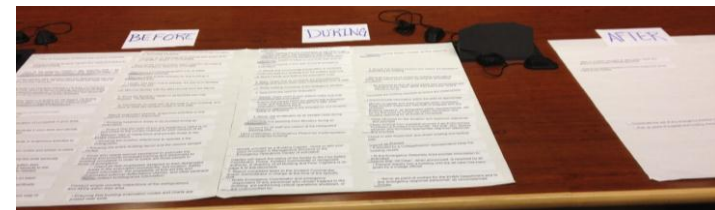
Harvey, Thomas, Beasley, William, and Corkrum, Sharon. *The Practical Decision Maker: A Handbook for Decision Making and Problem Solving in Organizations*. Maryland, The Scarecrow Press, 1997.

Developing Bldg. Captain Program

- Took other colleges handbooks or information
- Enlarged font and printed
- Cut into strips - each piece of information or procedure on separate strip

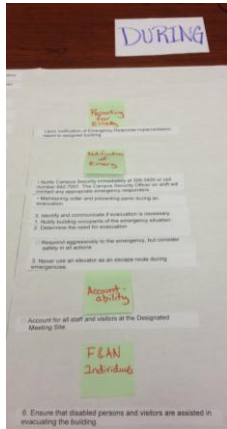


Developing Bldg. Captain Program

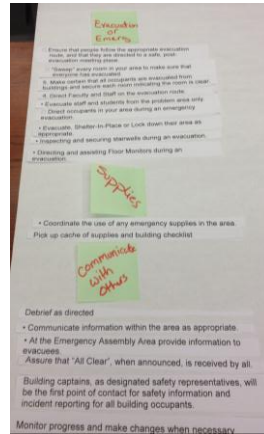


Broke each piece of information or procedure into duties “before,” “during” or “after” an emergency.

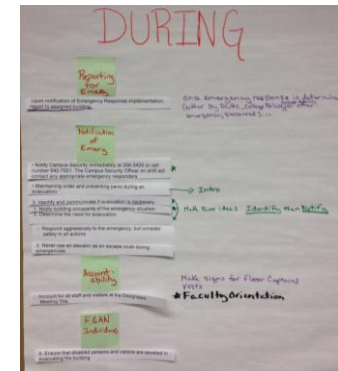
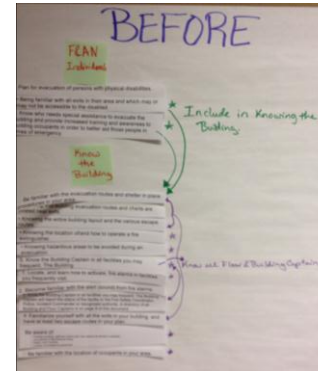
Developing Bldg. Captain Program



- In each section, clustered like info
- Labeled each section



Developing Bldg. Captain Program



Made notes and additions on the side.

Bldg. Captain Handbook 95% done!



Recovery

Teaming with community partners to assist individuals in the healing process, and restore healthy and safe environment following an emergency event

Recovery

- Usually long process so plan well!
- Recovery Planning involves:
 - Medical issues (catastrophic leave, clean-up of bio hazards, etc.)
 - Psychological issues (Critical Incident Stress Debriefing, increased absences, etc.)
 - Infrastructure issues (loss of power, getting paychecks out, etc.)
 - Liability issues
 - Insurance issues
 - Documentation issues



Planning for Recovery

- Good use of “Anecdote” Structuring Device
 - “Use when group is mature and experienced and situation lends itself to past comparisons”
 - Gather group of experienced/well seasoned Principals, APs, Presidents, Deans, etc.
 - Provide them with a scenario – Multiple deaths, power outage, flood, etc.
 - Ask them to think of any past emergencies at schools/colleges they experienced that resemble the incident.

“Anecdote” Structuring Device

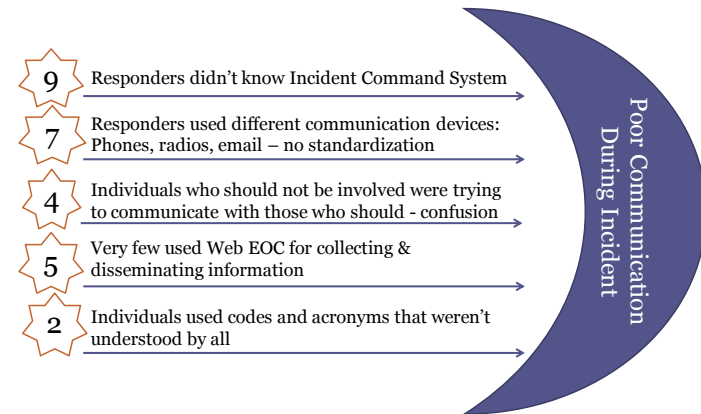
- Ask
 - What happened?
 - What did you do?
- Don't let them stop at the surface things... pry!
 - What psychological first-aid was provided?
 - What fiscal impact did it have?
 - Liability?

“Contingency Analysis” Structuring Device

- Use during planning and implementation step of a decision
- Use with personnel decisions

“Contingency Analysis” Structuring Device

- Identify problem
- Create diagram – half crescent moon on right side of paper
- Draw rays coming from moon
- Brainstorm contributing cause of failure – label rays
- Evaluate importance as a cause to the problem on a scale 1-10
- Develop checklist of preventions or preparedness items for each cause extending from the “ray”



Training

Use ICS in planning events

Have ICS drill

Responders didn't know Incident Command System

Responders used different communication devices: Phones, radios, email – no standardization

Individuals who should not be involved were trying to communicate with those who should - confusion

Very few used Web EOC for collecting & disseminating information

Individuals used codes and acronyms that weren't understood by all



Let's Try This Together....

Snow Cards
Affinity Diagram

We need to design our “Emergency” Training Calendar for the year....

Why? (Think...Mindset!)

A command decision was made by administration due to litigation taking place at a neighboring district following a disaster; Pressure is coming from parents/board to be more prepared.

No Emergency Preparedness Coordinator in the district to outline a training plan.

Let's Try it Together...

- Affinity Diagram
 - Following a brainstorm – when you need to organize a wide array of possibilities
 - Use when consensus is important – everyone gets involved
 - Use when group is more analytical – and creativity is desired
 - Use if group is argumentative – silence is required

Snow Card

- Placing each concept/item on a separate post-it-note...

List the specific topics to be included in our employee/parent trainings throughout the year

You can be as specific or general as you want – but generate at least 5 different post-it-notes

Other steps we could take...

- Discuss and combine topics
- Prioritize using a “Spend the Dot,” “Precedence Chart” or other structuring device
- Design a Gantt Chart for Implementation Phase

Sherry's Go-To Resource for Meeting Planning...

The Practical Decision Maker: A Handbook for Decision Making and Problem Solving in Organizations;

Harvey, Thomas, Bearley, William, and Corkrum, Sharon.
The Scarecrow Press, 1997.

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Resources for this training can be located at:

www.colganstone.com