



MEMBERS OF MINNESOTA STATE

# SHARED SERVICES



# EMERGENCY MANAGEMENT PLAN

*Mitigation • Preparedness • Response • Recovery*



# EMERGENCY

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February 2022

Developed by:  
Rozin Security Consulting LLC

Template developed through a grant for Readiness and Emergency Management for Schools by the U.S. Department of Education and the U.S. Department of Homeland Security and Ready, Set, Go! Community-Based Organization, Emergency Preparedness Toolkit sponsored by Minneapolis-St. Paul MMRS and Bloomington Public Health



# e•mer•gen•cy

*An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome.*

-- Webster's Ninth Collegiate Dictionary

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## RECORD OF PLAN CHANGES

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*Recommended changes to this plan should be approved by the Executive Director and/or Emergency Manager.*

CHANGE NO.	DATE ENTERED	DESCRIPTION OF UPDATE	BY
1	Oct. 2017	New Plan	Rozin Security
2	Mar 2018	Updates to plan	Rozin Security
3	October 2019	Final Draft for review	Rozin Security
4	December 2020	Revision Version 1	Rozin Security
5	February 2022	Revision Version 2	Director Pangal

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## PLAN DISTRIBUTION

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VERSION	DATE	PROVIDED TO	POSTED ON WEBSITE
3	Aug 2019	Administration	No
4	Dec 2020	Administration	No
5	Feb 2022	Final version approved by President Berndt. Forwarded to Marketing for posting on school intranet and communication plan to students, faculty and staff.	Yes

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# **INTRODUCTION TO EMERGENCY MANAGEMENT**

# EMERGENCY MANAGEMENT PLAN

## INTRODUCTION TO EMERGENCY MANAGEMENT

### A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE, AND RECOVERY

Dakota County Technical College (DCTC) and Inver Hills Community College (IHCC) are two community colleges that serve students in the greater Minneapolis and St. Paul areas. College Administration, led by the President for both schools, is committed to providing a safe environment for students and staff. The purpose of this emergency management plan is to provide uniform standard operating procedures for response to emergency conditions that may occur at either community college campus location.

These standard procedures are designed to ensure maximum protection of students, staff, and property in the event of an emergency; and to ensure the preservation of organizational communications during emergency conditions. Statistically, the potential for occurrence and spectrum of emergency situations has increased. This plan ensures that College Administration is prepared to deal with natural disasters such as floods and fires, technological accidents, and biological and man-made emergencies.

The objective is to have a practiced and practical principle-based plan for any emergency or likely disaster. Although public agencies are responsible for public safety, they have limited resources, and College Administration's inherent responsibilities to students and staff means they must consider themselves to be first responders in every situation.

Additionally, this plan provides a structured and effective way for communications between students, staff, and public safety officials. College Administration is responsible to take the actions necessary to prevent fires and other preventable disasters, assist students and staff as needed, and to provide a continuation of leadership during a disaster. To this end, each campus location should organize its staff to be responsible for certain actions and activities. Each staff member must know and understand his/her responsibilities accordingly.

In the event of a widespread emergency such as a tornado or flood, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance.

As part of the larger community, each campus has the opportunity and responsibility to respond to emergencies. The health and welfare of students and staff in crisis situations is dependent upon sound emergency preparedness. Campus personnel at both locations are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery, and evaluation, as may be required.

**This document is based on the nationally recognized and field-tested National Incident Management System (NIMS). This plan assumes that both DCTC and IHCC must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

**The Shared Services Emergency Management Plan describes actions and response protocols for crises at all buildings on both campuses. This way College Administration can quickly and adequately restore any campus building to a safe and orderly learning environment.**

## B. HOW TO USE THIS PLAN

The Shared Services Emergency Management Plan is designed as a comprehensive reference to assist DCTC and IHCC in providing a safe learning environment. It incorporates best practices for handling emergencies that have been deployed by organizations elsewhere in the country. The emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and are modeled utilizing the Incident Command System (ICS).

Using the procedures, actions and sample forms provided herein, College Administration has created an Emergency Management Plan template that can meet the individual resources and circumstances of each campus building location and reflects its unique characteristics and needs.

This plan includes:

- A designated chain of command for each campus.
- Specific roles for team members on each campus.
- Specific procedures to implement in the event of an emergency.

DCTC and IHCC leadership should identify local community agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). College Administration will share this important safety information annually with all students and staff.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive and review all changes with local public safety agencies. Keep multiple copies of the plan in accessible locations. DCTC and IHCC leadership will need to determine how best to conduct the training and implementation process at their respective sites. While most students and staff are adept at practicing techniques such as fire and tornado drills, many have not rehearsed responses to events such as a chemical release, intruders or emergencies that require lockdown or reverse evacuation.

## FOUR PHASES OF EMERGENCY MANAGEMENT

The Shared Services Emergency Management Plan is presented in four main sections which describe planning for, responding to and recovering from emergencies:

Before getting started, it is important to be aware of basic emergency management. Emergency management is made up of four basic activities:

1. **Mitigation** – any activity that is undertaken before an emergency strikes to eliminate or reduce the possibility of an emergency or the impact an emergency may have on a community or facility. Example: if subject to frequent power outages, installing a generator.
2. **Preparedness** – planning and getting ready to handle an emergency when it strikes. Example: stockpiling resources for evacuation and sheltering-in-place.
3. **Response** – all activities undertaken at the time of an emergency to save lives and property and reduce injuries. Example: evacuation.
4. **Recovery** – activities undertaken to return things to normal after response activities have subsided. Example: repairing a damaged building.

### Why Develop an All-Hazards Emergency Plan?

In any event, a plan is a guide for your organization to:

1. Protect property
2. Continue services
3. Care for students and staff
4. Allow for self-sufficiency for at least 72 hours
5. Communicate information

**Section I – Mitigation/Prevention** addresses what College Administration does to reduce exposure to risks and hazards and lessen the potential impact of an emergency. Mitigation efforts can occur both before and after emergencies or disasters.

DCTC and IHCC may not have control over all the hazards that may impact them or be able to prevent all emergencies, but it can take action to minimize their impact and/or reduce the likelihood of such events. Emergency management experts often use the terms prevention and mitigation differently. College Administration is encouraged to examine all hazards on both campuses to avoid or lessen their impact. This includes assessing and addressing facilities, security, and the culture and climate of the organization through policy and procedures.

Creating safe, healthy, orderly and supportive learning environments is part of both campus location daily operations. Campus leadership must work with local authorities, students, and staff to help reduce risk to identified hazards. The insurance provider will be another resource in mitigating and preventing potential loss.

The Federal Emergency Management Agency (FEMA) has determined the goal of mitigation is to decrease the need for a response as opposed to simply increasing response capability. Mitigating emergencies is also important from a legal standpoint. If an organization does not take all necessary actions in good faith to develop a safe and secure living environment, it may be vulnerable to unlawful negligence.



**Section II – Preparedness** focuses on the roles and responsibilities of the campus emergency response teams and the actions, exercises, and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities. Campus emergencies can potentially impact every member of a community – students and staff. Effective planning will facilitate a rapid, well-coordinated, and expedient response when an emergency does occur. Being well-prepared requires an investment of time and resources.

Preparedness is the process of developing an emergency plan, deciding what actions will be taken in an emergency, and determining who will respond in an emergency *before* the emergency occurs. It involves coordination between College Administration, campus leadership, individual buildings and the community at large. A comprehensive planning process is localized and addresses all hazards.

Emergency plans should be reviewed and revised regularly. Each campus should also conduct drills and exercises to familiarize everyone with the plan. In emergencies, people rely on instinct and training. If everyone is familiar with emergency plans and procedures, the response is streamlined and more effective.

**Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered at an education site. In this phase, campus leadership mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

The response is the process of implementing appropriate actions while the emergency is unfolding. In this phase, campus leadership mobilize resources and implement emergency procedures necessary to handle the emergency.

Universal procedures are actions taken in response to any emergency threat or hazard in a building. These universal procedures include lockdown, shelter-in-place, and evacuation. Campus leadership must determine whether conditions are more dangerous outside or inside the building and choose a response procedure accordingly. Detailed procedures for specific situations or events are called Emergency Response Procedures. Please find these procedures in the Response section of the plan.

**Section IV – Recovery** focuses on general strategies to follow after the emergency and how to restore affected areas to pre-emergency conditions to return to the normal learning environment as quickly as possible. Recovery activities may be both short- and long-term; ranging from restoration of essential utilities such as water and power to mitigation measures designed to prevent future occurrences of a specific threat.

The goal of recovery is to restore the learning environment and infrastructure of the building as quickly as possible. The plan for recovery needs to be developed during the preparedness phase, not after an emergency or crisis. Recovery consists of four main components: emotional, mental, physical/structural, and business/fiscal. In recovery planning, all four components need to be addressed. The recovery process may be short- or long-term depending on the circumstances of the event. Time and resources need to be allocated accordingly.

Emotional recovery is the process of assisting people with physical, psychological, and/or emotional trauma associated with experiencing tragic events. Training may be provided to staff to assist with the emotional impact of an event. Returning to “normal” facilitates the healing process for students and staff.

Documentation is crucial for both physical/structural and business/fiscal recovery. Response procedures require necessary documentation for insurance policies and state and federal laws.

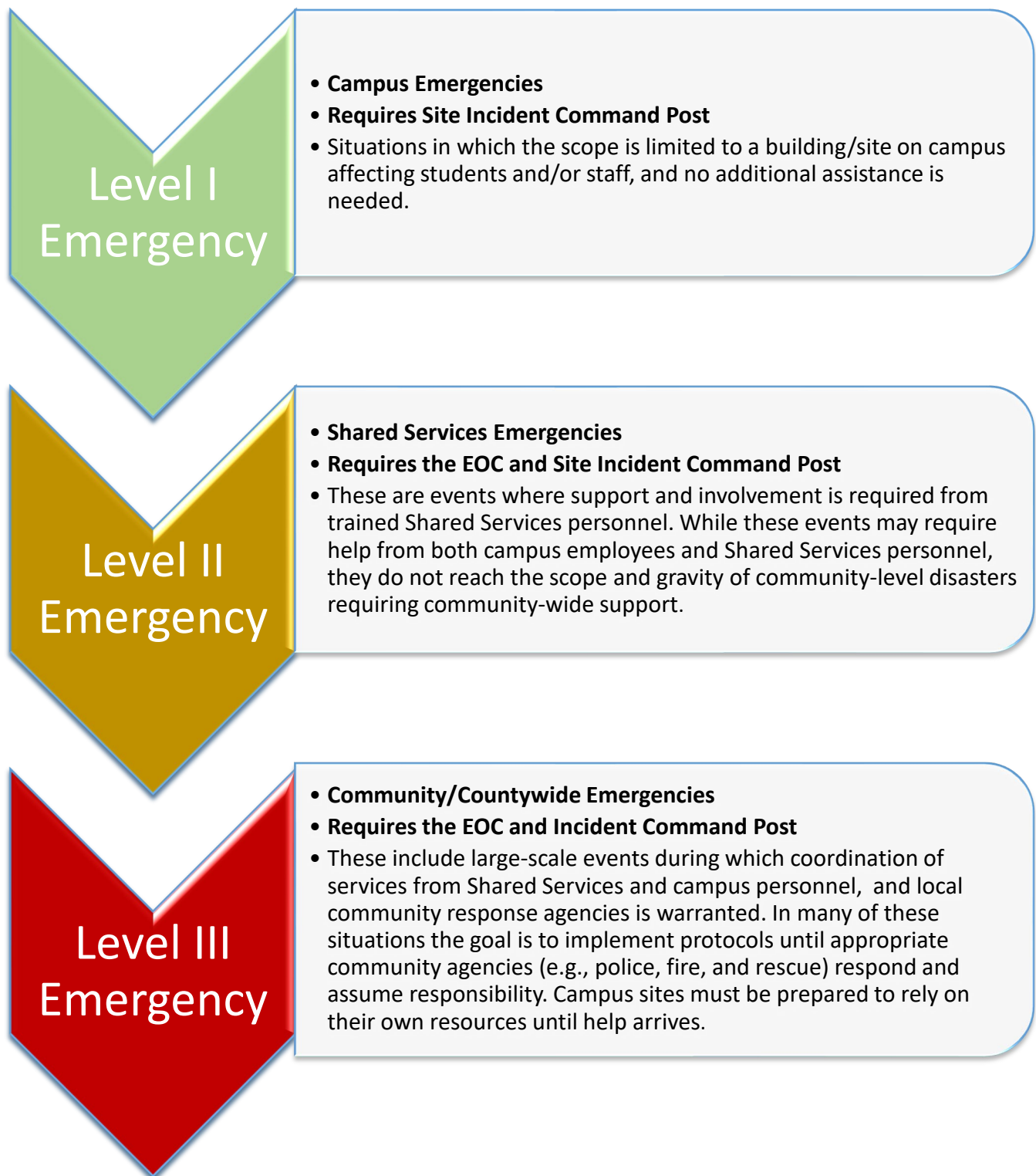
Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance to be most effective. The action checklists and forms can be duplicated as templates, or they can be incorporated directly into existing plans. The forms have been adapted and augmented to fit the mission, staffing, location, and other unique circumstances.

## D. LEVELS OF EMERGENCIES

**THREE LEVELS OF EMERGENCIES:** Emergencies are often described in terms of the following three levels:

- **Level One (Campus) Emergency:** A localized emergency, with low impact on campus operations, which campus leadership (building services manager, and/or maintenance technician) can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide, medical call.
- **Level Two (Shared Services) Emergency:** A moderate to a severe emergency, somewhat beyond the individual campus response capability, which affects students campus-wide and/or on both campuses and may require mutual aid assistance from the fire department, local police, etc. Examples: widespread severe weather, active shooter, fire, water damage, explosion.
- **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of campus leadership, where a significant amount of mutual aid assistance will be required, and recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe weather with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple students or staff, hostage situation. In a catastrophic disaster, students and staff must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event, such as a tornado that affects one building will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, a release of hazardous materials, flying debris, injuries and death caused by falling objects, and smoke inhalation.

**FIGURE 1** Illustrates the three (3) levels of emergencies.



## E. PLAN DEVELOPMENT, IMPLEMENTATION, AND UPDATES

The Shared Services Emergency Management Plan will be:

- **DEVELOPED** by a team of College administrators and campus staff, working with first responders in the local jurisdiction.
- **INITIATED** by the College President or designee when conditions exist which warrant its execution.
- **IMPLEMENTED** by all campus staff, who will remain on site for the duration of the emergency.
- **REVIEWED** at least annually.

**Emergency and disaster functions are identified and pre-assigned before the beginning of each school year. The trained emergency teams and contact information will be updated at least annually.** New personnel will be assigned to vacated command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness, and management are:

- **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement building specific plans/procedures. At the campus level, leadership should come directly from the Director of Operations.
- **Incident Command System:** The Incident Command System (ICS) is a standardized organizational structure that is the basis of the National Incident Management System (NIMS), designed to handle Command/Management, Operations, Logistics, Planning, and Administration, and Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander/Manager is the highest-ranking official in charge of the emergency response operations.
- **Campus Specific Emergency Management Plan:** This template has been tailored and fine-tuned to meet the unique needs and resources of each educational site. The site-based template may include team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response, and Recovery.
- **Campus Emergency Teams:** Are site-based teams of individuals with specific duties to perform to prepare for and respond to emergencies. The Campus Emergency Teams develop the plan to meet individual building needs and implement the plan in the event of an emergency.
- **Communication:** Plans should have established lines of internal communication (within the building/campus) and external communication (with the Shared Services office and community). Plans should include provisions for after-hours communication (telephone tree or another automated notification system), and alternate means if telephone lines are disabled.
- **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for campus buildings to implement in the event of an emergency.

- **Emergency Actions:** These are a set of clear directives that may be implemented across several emergency situations. These actions include Evacuation, Lockdown, and Shelter in Place.
- **Training:** Training is important on at least three levels:
  - General awareness training for all campus staff.
  - First Aid, CPR, and Campus Emergency Response Training for all staff.
  - Team training to address specific emergency response or recovery activities such as Search and Rescue and Damage Assessment.
- **Practice:** Practicing the plan consists of drills, tabletops and functional exercises, orientation for staff, etc. It is recommended that College Administration start with basic orientation and tabletop exercises before engaging in full-scale simulations or drills.
- **Personal Emergency Plans:** All staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain onsite following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable staff to do their job more effectively.

# **I – MITIGATION/PREVENTION**

## SECTION I – MITIGATION/PREVENTION

***Mitigation . . . encourages the long-term reduction of hazard vulnerability.*** FEMA, 2002

Not all emergencies can be prevented, but actions can be taken to minimize the impact or lessen the likelihood of community-based disasters and emergencies. Assessments are tools designed to assess and address safety needs within a building including access control, security procedures, staff training, and emergency plans. A self-assessment checklist is a tool developed for building safety teams to evaluate their own facilities. Establishing policies and procedures for dealing with potential threats is an important part of building emergency planning.

### A. REDUCING EXPOSURE TO RISKS AND HAZARDS

**Threats** – Mitigation requires assessment of local threats including the probability of accidents and natural disasters. Threat assessment considers potential hazards on the campus such as the following: high voltage power lines; facilities containing toxic, chemically reactive, and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, tornados, and flooding.

**Identification of Potential Hazards** – Think ahead and determine what could go wrong. While it is impossible to plan for every possible event, it is important to look at what the probability is of a specific event happening and the hazards that it would cause. In thinking about potential events, consider the following:

- Historical information: Has it happened before? How often does it happen?
- Geographic location: Is your area prone to a certain type of emergency?
- Human error: What emergencies could be caused by employees or students?
- Physical facility: What needs to be maintained regularly?



## B. CONDUCTING A RISK ASSESSMENT

Evaluate the potential for each event and its presumed severity among the following possible emergency events using the scale below. Assume each event occurs at the worst possible time (e.g., during peak service delivery times). You will need to consider these factors:

Asset Value	Potential Method of Action (PMA)	Vulnerability
<i>Impact on the organization's operation/reputation if an asset is destroyed or damaged.</i>	<i>Relevant malicious acts that may be employed by threat actors to impact the organization's assets</i>	<i>The level of exposure for organizational assets to relevant PMAs</i>

Risk Number (Per Asset)	Risk Rating
≥ 500	High
200-499	Medium
1-199	Low

## IHCC Risk Analysis Table

PMA's	People	Buildings	Utilities	Data and Telecom Infrastructure	HVAC	Sensitive Information	Specialty Equipment	Cash/ Checks
<b>Shooting</b>	720	81	72	72	63	54	54	18
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	9	9	9	9	9	9	9	9
Vulnerability	8	1	1	1	1	1	1	1
<b>Assault</b>	560	63	56	56	49	42	42	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	8	1	1	1	1	1	1	1
<b>Vehicle Ramming</b>	630	567	448	392	343	42	42	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	9	9	8	7	7	1	1	1
<b>Arson</b>	300	324	336	240	294	36	216	12
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	6	6	6	6	6	6	6	6
Vulnerability	5	6	7	5	7	1	6	1
<b>Vandalism</b>	70	315	392	280	343	42	252	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	1	5	7	5	7	1	6	1
<b>Theft</b>	70	63	56	336	343	252	252	42
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	1	1	1	6	7	6	6	3
<b>Burglary</b>	60	324	336	288	42	36	36	12
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	6	6	6	6	6	6	6	6
Vulnerability	1	6	7	6	1	1	1	1
<b>Improvised Explosive Device</b>	450	405	360	320	280	30	210	10
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	5	5	5	5	5	5	5	5
Vulnerability	9	9	9	8	8	1	7	1
<b>Sabotage</b>	50	315	280	240	280	30	180	10
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	5	5	5	5	5	5	5	5
Vulnerability	1	7	7	6	8	1	6	1
<b>Car Bomb</b>	400	360	320	288	252	24	192	8
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	4	4	4	4	4	4	4	4
Vulnerability	10	10	10	9	9	1	8	1
<b>Chemical/ Biological</b>	240	27	24	24	21	18	18	6
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	3	3	3	3	3	3	3	3
Vulnerability	8	1	1	1	1	1	1	1
<b>Mail/ Package</b>	140	36	16	16	14	12	12	4
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	2	2	2	2	2	2	2	2
Vulnerability	7	2	1	1	1	1	1	1
<b>Total Asset Risk</b>	3690	2880	2696	2552	2324	618	1506	164
<b>Total Organization Risk</b>	16430							

Based on this assessment, the following events are most likely to be of concern at Inver Hills Community College:

- 1. ACTS OF VIOLENCE TARGETING CAMPUS OCCUPANTS (SHOOTING, ASSAULT, VEHICLE RAMMING).**
- 2. INTENTIONAL DAMAGE OR DESTRUCTION OF BUILDINGS (VEHICLE RAMMING, IED, CAR BOMB, ARSON).**
- 3. INTENTIONAL DAMAGE OR DESTRUCTION OF CRITICAL UTILITIES (VANDALISM, IED, ARSON, BURGLARY).**

## **DCTC Risk Analysis Table**

PMAs	People	Building	Utilities	Data and Telecom Infrastructure	HVAC	Sensitive Information	Specialty Equipment	Cash/ Checks
<b>Shooting</b>	810	81	72	72	63	54	54	18
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	9	9	9	9	9	9	9	9
Vulnerability	9	1	1	1	1	1	1	1
<b>Assault</b>	560	63	56	56	49	42	42	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	8	1	1	1	1	1	1	1
<b>Vehicle Ramming</b>	560	504	448	56	49	42	294	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	8	8	8	1	1	1	7	1
<b>Arson</b>	300	324	336	288	252	36	252	12
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	6	6	6	6	6	6	6	6
Vulnerability	5	6	7	6	6	1	7	1
<b>Vandalism</b>	70	378	448	280	245	42	336	14
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	1	6	8	5	5	1	8	1
<b>Theft</b>	70	63	56	336	98	252	336	42
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	7	7	7	7	7	7	7	7
Vulnerability	1	1	1	6	2	6	8	3
<b>Burglary</b>	60	378	336	288	42	36	252	12
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	6	6	6	6	6	6	6	6
Vulnerability	1	7	7	6	1	1	7	1
<b>Improvised Explosive Device</b>	450	405	360	320	245	30	240	10
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	5	5	5	5	5	5	5	5
Vulnerability	9	9	9	8	7	1	8	1
<b>Sabotage</b>	50	315	320	240	280	30	240	10
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	5	5	5	5	5	5	5	5
Vulnerability	1	7	8	6	8	1	8	1
<b>Car Bomb</b>	400	360	256	224	224	24	192	8
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	4	4	4	4	4	4	4	4
Vulnerability	10	10	8	7	8	1	8	1
<b>Chemical/ Biological</b>	240	27	24	24	21	18	18	6
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	3	3	3	3	3	3	3	3
Vulnerability	8	1	1	1	1	1	1	1
<b>Mail/ Package</b>	140	36	16	16	14	12	12	4
Asset Value	10	9	8	8	7	6	6	2
Threat Rating	2	2	2	2	2	2	2	2
Vulnerability	7	2	1	1	1	1	1	1
<b>Total Asset Risk</b>	3710	2934	2728	2200	1582	618	2268	164
<b>Total Organization Risk</b>	16204							

Based on this assessment, the following events are most likely to be of concern in our organization (DCTC):

- 1. ACTS OF VIOLENCE TARGETING CAMPUS OCCUPANTS (SHOOTING, ASSAULT, VEHICLE RAMMING).**
- 2. INTENTIONAL DAMAGE OR DESTRUCTION OF BUILDINGS (VEHICLE RAMMING, IED, VANDALISM, BURGLARY, CAR BOMB).**
- 3. INTENTIONAL DAMAGE OR DESTRUCTION OF CRITICAL UTILITIES (VEHICLE RAMMING, VANDALISM, IED).**

It is recommended that College Administration conduct a risk assessment on each campus building using this risk assessment methodology. The process will ensure an accurate site-specific plan for each campus location and will support the risk assessment profile for the organization as a whole.

## **BUILDING SAFETY CHECKLIST**

- **Exits**
  - ☐ Are they marked and lit?
  - ☐ Are they free from obstructions?
  - ☐ Are any doors or passageways locked?
  - ☐ Do plans exist for upper floor evacuation?
  - ☐ Are there contingency plans for persons with mobility issues?
  - ☐ Are maps posted in strategic locations showing exits?
- **Electrical and Gas Equipment**
  - ☐ Where are the breaker switches or fuse boxes? Are all breakers marked? Gas wrench?
  - ☐ Are there clear, legible instructions on how to shut-off water and gas valves?
  - ☐ Are switches and outlet boxes covered?
  - ☐ Are electrical units grounded?
  - ☐ Any circuits overloaded?
  - ☐ Any equipment in use after hours? Where?
  - ☐ Where is the gas main or meter shut-off valve?
- **Miscellaneous**
  - ☐ Location of keys for all doors and buildings? Who has a spare set of keys?
  - ☐ Location of the first-aid kit? Is it fully stocked? Who is responsible for maintaining it?
  - ☐ Location of the wheelchair and/or stretcher? Who is responsible for maintaining it?
  - ☐ Location of battery-operated radio? Who is responsible for maintaining it?
  - ☐ Location of emergency water and food supply? Who is responsible for maintaining it?
- **Firefighting Equipment**
  - ☐ Are extinguishers fully charged, inspected, and tagged?
  - ☐ Are extinguishers appropriate for the type of use?
  - ☐ Is staff trained on using fire extinguishers?
  - ☐ Are fire alarms maintained and checked regularly?
  - ☐ Are smoke detectors maintained and checked regularly?
- **Chemicals**
  - ☐ Are there any combustible, toxic, or corrosive materials stored in the facility?
  - ☐ Where? Are they stored correctly?
- **Emergency Phone Numbers**
  - ☐ Is the list current and posted visibly from the outside?
  - ☐ Does the EMS and Fire Department know the different areas of your facility to enable them quick access?
- **Emergency Medical**
  - ☐ First Aid supplies on site
  - ☐ Automated External Defibrillator (AED) on site
  - ☐ Cardiopulmonary Resuscitation (CPR) trained

## **II – PREPAREDNESS**



## SECTION II – PREPAREDNESS

*The time to fix the roof is when the sun is shining.*

- John Fitzgerald Kennedy

**PREPAREDNESS** focuses on the steps that can be taken to plan for various emergency scenarios. Preparedness involves the coordination of efforts between the organization, individual facilities, local public safety agencies, and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs. To be prepared means having plans and resources in place so that your organization can continue to offer services, support, and hope – even under unusual circumstances. This section of the plan will give both DCTC and IHCC a guideline to prepare for an emergency.

- DETERMINE what crisis plans exist in the organization, property/building, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with students, staff, families, and the media.
- ESTABLISH procedures to account for students and staff during a crisis.
- GATHER information about the property/building such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist students and staff in a crisis.

### A. PREPARING THE FACILITY

**Routine facility maintenance** is a good business practice. Completing routine maintenance can also minimize greater damage during an emergency. In addition to routine maintenance, there are suggested tasks listed below that will reduce the damage, cost, and frustration related to an emergency (*Organizational Facility Checklist and Maintenance Calendar* in the Appendix can help with this process):

- Complete a facility assessment for safety compliance with electricity, plumbing, and water systems, as well as for the building's structural soundness.
- Mark gas and water shut-off valves with legible instructions how to shut off each.
- HVAC system preventive maintenance (functions and control options).
- Assess and inventory all information technology, equipment, and furniture, noting the condition.
- Complete repairs as needs are identified.
- Discuss the adequacy of the organization's insurance coverage with the insurance agent.
- Maintain records of all inventories and assessments.
- Post visible emergency numbers by every phone, including 911, poison control center, law enforcement, and fire department.
- Identify a storm shelter and procedures.
- Take photographs of buildings for insurance purposes (include all sides of the building and the roof if possible).
- Store records, insurance policies, recent blueprints, and other documents in a safe place with back-up copies offsite.
- Provide safe storage for valuable items.
- Develop a clean-up committee.

### **Review insurance policies annually.**

- Does your insurance policy meet the minimum requirements of your mortgage holder?
- When was the last estimate on the value of the property? How accurate are the figures?
- Does your insurance policy cover the cost of any recent additions or high-value items? Does your insurance policy cover the cost of temporary rental of another facility in the event your facility is severely damaged or destroyed?

Determine **financial arrangements** during a time of emergency such as:

- Accessing savings accounts.
- On-line donations.
- Payroll.
- Acquisition of supplies and equipment to continue operations during an emergency.



*Tool: Insurance Coverage Discussion Form- See Appendix*



*Tool: Emergency Generators- See Appendix*

## **B. PREPARING LEADERSHIP AND STAFF**

Preparing employees and making work accommodations are important parts of DCTC and IHCC emergency preparedness. Campus staff will be on the front line of emergency response for communications, maintaining the essential functions of the organization, and providing emotional support for students and staff. Consider the following when preparing employees:

- Orient and provide on-going training on the organization's emergency plan to help reduce anxiety and allow staff/volunteers to function in an emergency.
- Post the communication plan and emergency numbers in appropriate locations to facilitate communication between organization staff, students, volunteers, emergency management, and public health.
- Provide cross-training of staff to maintain essential functions.
- Plan for changes in workspace and location that may be necessary depending on the type and extent of the emergency.
- Consider how to protect employees and their families if the employee is required to be exposed to hazardous situations (e.g., provide personal protective equipment, extended sick leave benefits, etc.).

### **COMMAND STRUCTURE**

In any emergency response, it is critical that clear lines of authority exist within the organization to make sure there is timely and efficient decision-making. It is important that you define your command structure and the authority for decision-making. Before an event, you must identify the organization's incident commander/manager and identify who is in charge if the incident commander/manager is not available. This is an important aspect of your emergency plan because it will help you run efficiently in an emergency and allow other organizations to communicate with you effectively.

## **NATIONAL INCIDENT MANAGEMENT SYSTEM**

The National Incident Management System (NIMS), federally implemented beginning Fiscal Year 2007, is designed to centralize and coordinate an emergency response through the use of standardized terminology and processes. NIMS is the nation's first standardized management approach that unifies federal, state, and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates the flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

NIMS establishes the Incident Command System (ICS) as a standardized organizational structure that enables a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with NIMS/ICS concepts, structure, and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies, and protocols for providing emergency support.

A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning, and response efforts.

## **INCIDENT COMMAND SYSTEM**

The ICS is a universally used structure in the United States for emergency response – but it takes planning to be able to use it. It can be used for organizations both large and small. If you have a small organization, the same person may fill multiple spots on the ICS organizational chart. Just be sure that one person is not disproportionately overburdened with their roles in an emergency. It is important to use this command structure and job function system because all other organizations (including police, fire department, and government) will be using it. If we are all on the same page, communication and collaboration will be much more efficient.

- **Incident Commander/Manager:** Leads the response, appoints team leaders and approves plans and key actions (agency administrator).
- **Operations Chief:** Handles key actions including first-aid, search and rescue, fire suppression, and securing the site (building staff).
- **Planning Chief:** Gathers information, thinks ahead, makes and revises action plans, and keeps all team members informed and functioning.
- **Logistics Chief:** Finds, distributes, and stores all necessary resources (maintenance supervisor).
- **Finance Chief:** Tracks all expenses, claims, activities, and personnel's time, and is the record keeper for the incident (office staff, accounts department, payroll).
- **Public Information Officer:** Provides reliable information to staff, visitors, families, news media, and concerned others as approved by the Incident Commander/Manager.
- **Safety Officer:** Ensures the safety of staff and students and monitors and corrects hazardous conditions. Has the authority to halt any activity that poses a threat to life and health.
- **Liaison Officer:** Is the point of contact between the Incident Commander/Manager and partner organizations (examples include local public health liaison officer, the police department, and other community-based organizations).

Depending on the availability of resources, one person may occupy multiple positions. You do not need to activate all positions, only activate what you need for the incident.

**FIGURE 2 BASIC INCIDENT COMMAND STRUCTURE**



## C. INCIDENT COMMAND SYSTEM: CAMPUS BUILDING SITE

The ICS provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to accomplish objectives related to the emergency or incident effectively.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge; c) no one should direct more than seven people; and d) no one should report to more than one person.

### **Components of the ICS include:**

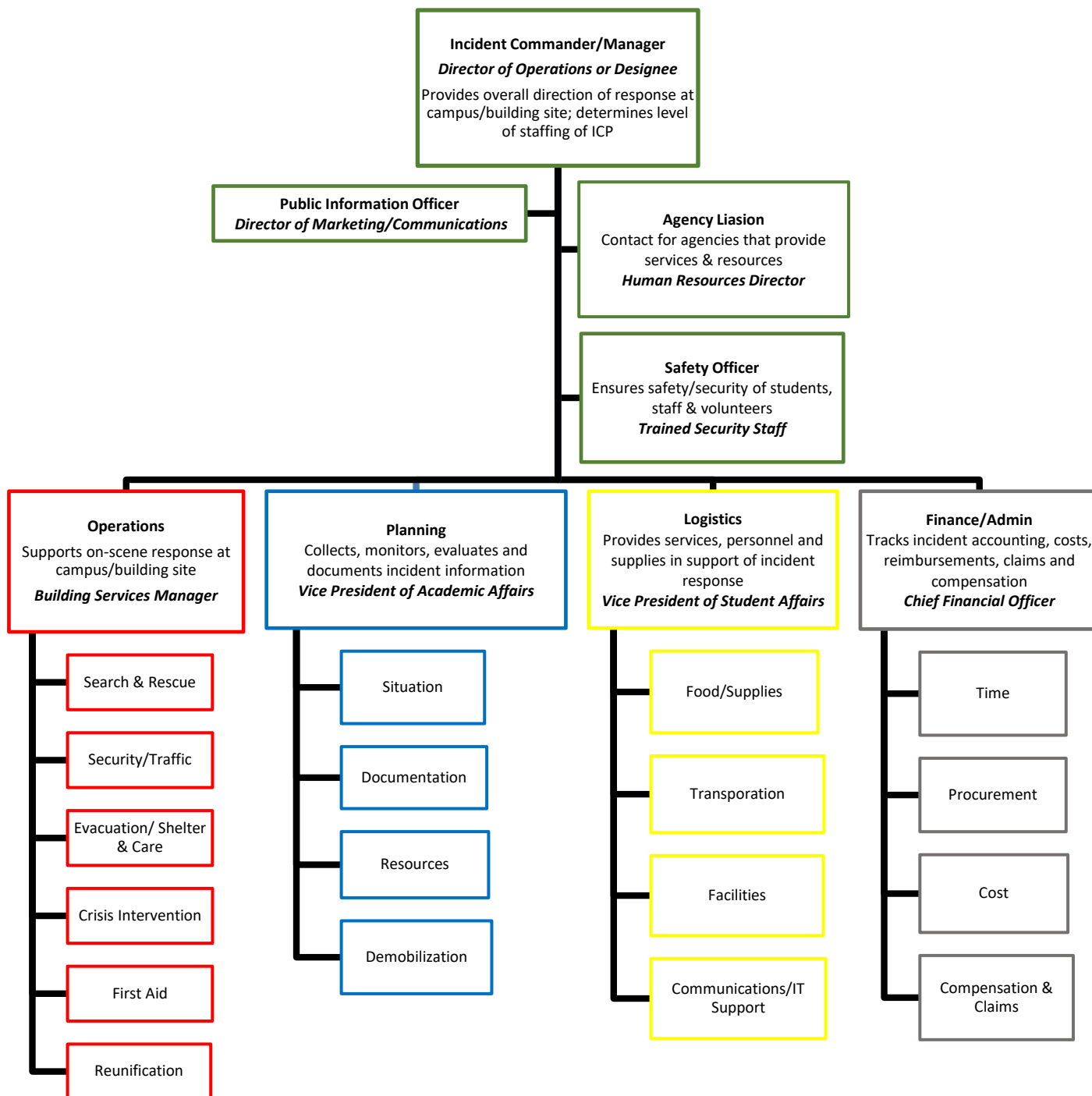
- Common terms established for organizational functions, resources, and facilities.
- Unified command structure with a common set of objectives and strategies.
- Modular organization which expands or contracts as the incident progresses.
- A manageable span of control by one person.
- Integrated communications.

The ICS is organized into five functional areas for on-scene management of all major incidents: Command/Management, Operations, Planning, Logistics, and Finance/Administration.

<b>Command/Management:</b>	Provides overall emergency policy and coordination. This function is directed by the Incident Commander/Manager (IC) who is typically the Director of Operations. The IC is assisted in carrying out this function by an Incident Command/Management Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.
<b>Operations:</b>	Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of individuals, first aid, crisis intervention, search and rescue, site security, damage assessment, and evacuation.
<b>Planning:</b>	Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan an appropriate response.
<b>Logistics:</b>	Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel, assembling and deploying volunteer teams, and facilitating communications among emergency responders. This function may take on a major role in extended emergencies.
<b>Finance/Administration:</b>	Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, and submitting documentation.

**FIGURE 3** presents a simplified Incident Command Post (ICP) Organizational Chart for each Campus Building Site based on NIMS/ICS. Responsibilities and operational duties are detailed on the following pages.

## Incident Command Organization



## INCIDENT COMMAND SYSTEM — CAMPUS ICP/EOC

At the campus/building site, the Director of Operations or designee assumes management responsibility as the Incident Commander/Manager and activates others as needed. Campus personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope depending upon the magnitude of the emergency. For a small incident, the Director of Operations may perform all roles of the ICS structure. The Incident Commander/Manager is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Roles and Responsibilities
<b>Management: Incident Commander/Manager</b>	Responsible for development of campus/building site plan and overall management of emergency; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
<b>Safety/Security</b>	Monitors safety conditions of an emergency and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
<b>Public Information</b>	A spokesperson for the incident; prepares media releases; establishes “media center” near Command Post; coordinates information with Incident Commander/Manager for campus community.
<b>Liaison to Outside Agencies</b>	Develops a working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
<b>Operations: Search and Rescue</b>	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Reunification	Provides for systematic and efficient reunification of students with family/caretakers; maintains records of reunifications made.
<b>Planning:</b> Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel, and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the building site.
<b>Logistics:</b> Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water, and supplies; provides personnel as requested including volunteers; arranges transportation for staff, student, and equipment.
Facilities: Communications/IT	Coordinates site repairs and use of facilities; arrange for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
<b>Finance/Administration:</b> Procurement, Cost Accounting Timekeeping, Claims, and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for the incident; manage vendor contracts. Processes compensation/injury claims related to the incident.



## **ICS SECTION TOOLBOXES**

Assemble and update a “toolbox” annually for the Incident Commander/Manager and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section, and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most ICS toolboxes:

- ❑ Shared Services/Campus Specific Emergency Management Plan.
- ❑ ICS organizational assignments: staffing list.
- ❑ Map of buildings with the location of exits, phones, turn-off valves, first-aid kits, and assembly areas.
- ❑ Blueprints of buildings including utilities.
- ❑ Map of local streets with evacuation route marked.
- ❑ Staff Directory.
- ❑ Staff Home Directory.
- ❑ Staff Telephone Tree.
- ❑ Local Emergency Contacts.
- ❑ Emergency Action Flipchart.
- ❑ Student directory (including emergency contacts for family).
- ❑ Two-way radios or cellular phones.
- ❑ Solar/battery-powered radio and spare batteries.
- ❑ Whiteboard with dry erase markers.
- ❑ Adhesive stickers and markers for name tags.
- ❑ Orange vests and hard hats to identify key personnel.
- ❑ Lanyards with ID information for all ICS staff.
- ❑ Black markers, ball point pens, and note pads.
- ❑ Scissors.
- ❑ File folders.
- ❑ Post-Its.
- ❑ Highlighter Pen.
- ❑ Memory stick (thumb drive).
- ❑ Stapler, staple remover, staples.
- ❑ Clipboard.
- ❑ Tape.
- ❑ Forms: See Appendix for Sample NIMS/ICS Forms.

## **THE EMERGENCY OPERATIONS CENTER**

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps College Administration manage resources for the affected campus/building locations. The EOC is also where resource allocations can be made, and responses tracked and coordinated. Strategic objectives should be broad, encompassing overall goals such as life safety, property safety, and protection of the environment.

The EOC is usually located in a centralized area, at or near the College Administrative Office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have enough space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

### **EOC Location:**

#### **IHCC Site:**

IHCC-IT Conference Room (primary),  
IHCC Activities Building- 2<sup>nd</sup> Floor A211(secondary)

#### **DCTC Site:**

DCTC Operations and Facilities Department- DCTC 2-514 (primary)  
DCTC Baseball Building (secondary)

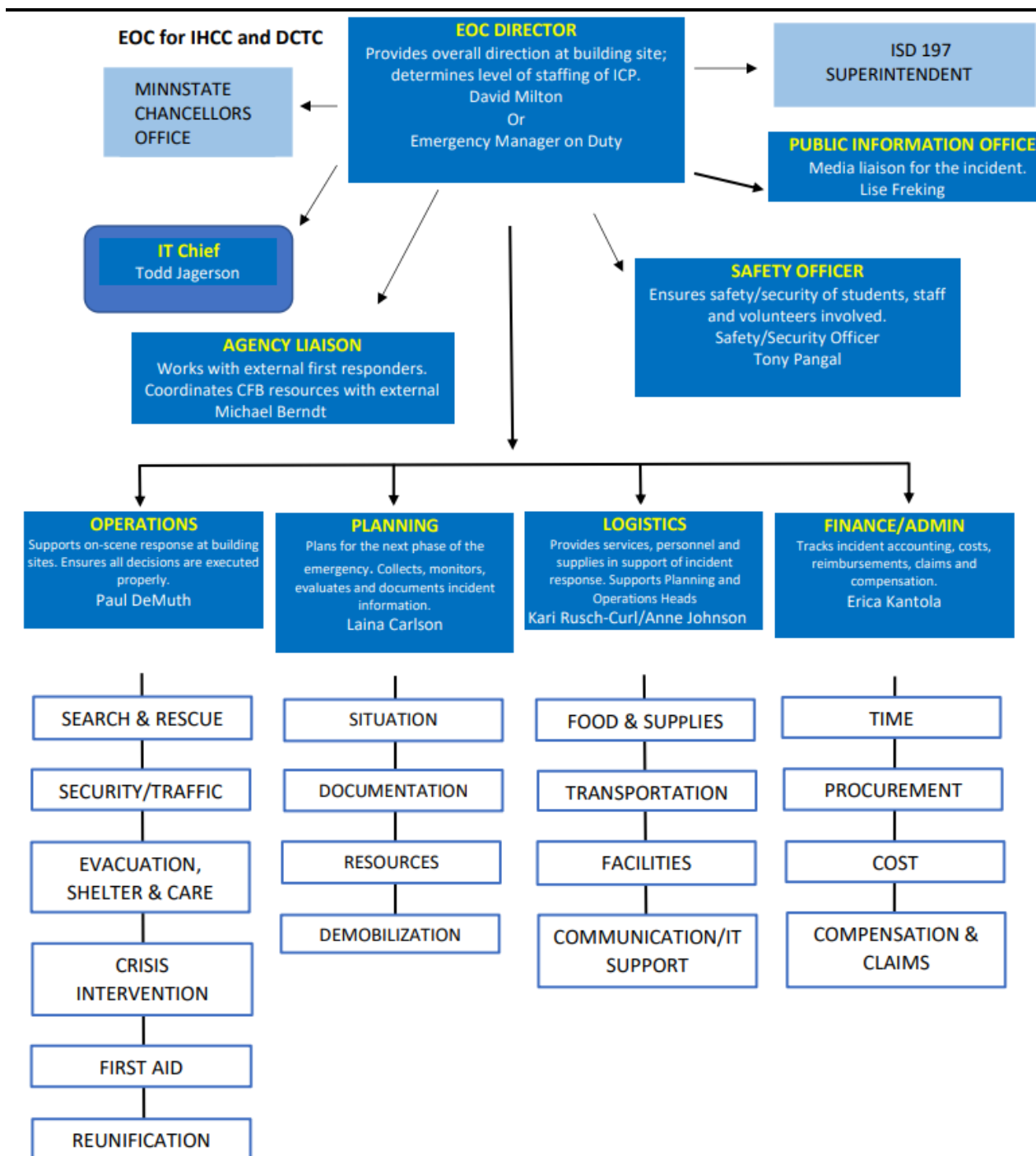
**EOC Director.** The President or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

**EOC Staff.** The EOC staff is organized according to the same five functions as the Campus ICS. The role of the EOC staff is to obtain and deliver needed resources to the affected campus/building sites, not to provide “hands-on” assistance to the various sites that are dealing with actual field activities.

## **WHEN TO ACTIVATE THE EOC:**

- An emergency of such magnitude that resources are required beyond individual campus/building site capacity (Level 2 or 3 emergency).
- The emergency is of long duration (more than three days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats.
- Activation is advantageous to the successful management of an emergency.
- A high-risk situation or event is forecasted.

**FIGURE 4** presents a simplified Emergency Operations Center for DCTC/IHCC Shared Services based on NIMS/ICS. Responsibilities and operational duties are detailed on the following pages.



February 18, 2022

## EMERGENCY OPERATIONS CENTER — STAFFING

In the Shared Services EOC staffing model, the President or designee assumes management responsibility as the EOC Director and activates others as needed. Shared Services personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Roles and Responsibilities
<b>Management:</b> EOC Director	Provides overall direction and coordination among building sites; determines EOC staffing level; communicates with local jurisdiction.
Safety Officer	Ensures activities are conducted in safe manner; ensures safety of all personnel (students, staff, volunteers, and responders).
Public Information Officer	Media liaison and official spokesperson for the incident; coordinates information for CLIENT community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
<b>Operations:</b> Security/Safety	Coordinates security needs for the site; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of facilities.
Shelter and Care	Coordinates shelter, food, and water needs for students and staff within affected building site.
First Aid/Medical	Determines medical and mental health impact on students and staff; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all CLIENT staff; provides safety services (search and rescue, medical), care, and shelter for staff.
<b>Planning:</b> Situation	Processes and organizes all incident information; maintains EOC status boards and map of affected site.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident including volunteers.
Recovery Planning	Identifies short and long-term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
<b>Logistics:</b> Supplies/Staffing	Procures supplies (including equipment, food, and water) and personnel resources as needed; registers and assigns volunteers.
Transportation	Arranges for transportation individuals and supplies as needed.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
<b>Finance/Administration:</b> Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims.
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis, and recommendations for cost savings.
Compensation and Claims	Processes compensation/injury claims related to emergency response.

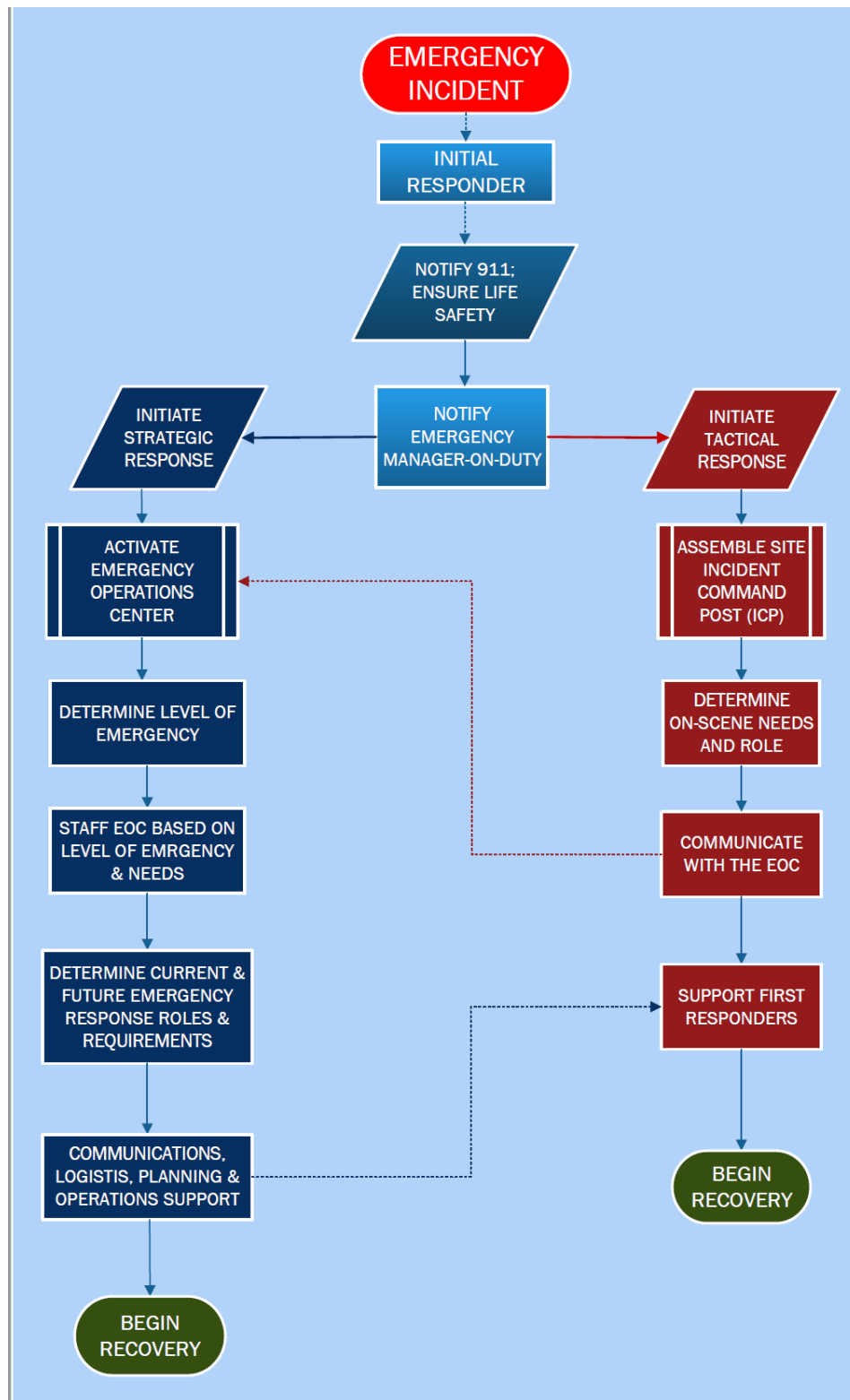
## **EOC SECTION TOOLBOXES**

Assemble and update annually a “toolbox” for the EOC Director and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- ☐ NIMS EOC Pocket Guide.
- ☐ EOC organizational assignments: staffing list.
- ☐ Wall map of buildings and roads near building sites.
- ☐ CLIENT Staff Directory.
- ☐ CLIENT Staff Home Directory.
- ☐ CLIENT Staff Telephone Tree.
- ☐ Local Emergency Contacts.
- ☐ Emergency Action Flipchart.
- ☐ Solar/battery-powered radio and spare batteries.
- ☐ Whiteboard with dry erase markers.
- ☐ Adhesive stickers and markers for name tags.
- ☐ Colored vests to identify section chiefs.
- ☐ Lanyards with ID information for all EOC staff.
- ☐ Black markers, ballpoint pens, and notepads.
- ☐ Scissors.
- ☐ File folders.
- ☐ Post-Its.
- ☐ Highlighter pen.
- ☐ Memory stick (thumb drive).
- ☐ Stapler, staple remover, staples.
- ☐ Clipboard.
- ☐ Tape.
- ☐ Forms.

# INCIDENT RESPONSE FLOW CHART



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## Emergency Manager-On-Duty Position

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Emergency Manager-On-Duty is a rotating position given to members of the Shared Services Emergency Operations Center (EOC). Each EOC member will periodically be designated as an Emergency Manager-On-Duty.

### **Responsibilities:**

- ☐ Be available 24/7.
- ☐ Be able to activate an EOC.
- ☐ Determine the level of resources needed to handle presented emergency.
- ☐ Coordinate initial response efforts.

### **Start-Up Actions:**

- ☐ Assess the type and scope of the emergency.
- ☐ Determine the threat to human life and structures.
- ☐ Engage appropriate level of resources.
- ☐ Establish appropriate level of organization.
- ☐ Activate organizational functions as needed.
- ☐ Review the Incident Response Plan.
- ☐ Serve as the initial Incident Commander.

RSC recommends that the Emergency Manager On-Duty be assigned to Tony Pangal- Director of Safety and Security. Alternate Emergency Manager On-Duty should be assigned to Bryce Lindquist.

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## INCIDENT COMMAND SYSTEM – INCIDENT COMMANDER/MANAGER

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**Reports to:** Local Government Incident Commander

**Responsibilities:** The Incident Commander/Manager (IC) is responsible for onsite emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- ❑ Assess the scene.
- ❑ Ensure the safety of students, staff, and potential visitors onsite.
- ❑ Activate and manage the ICP.
- ❑ Develop strategies for appropriate response.
- ❑ Coordinate response efforts.
- ❑ Monitor action plan and organizational effectiveness.
- ❑ Lead by example: the behavior sets the tone for students and staff.

**Start-Up Actions:**

- ❑ Assess the type and scope of the emergency.
- ❑ Determine the threat to human life and structures.
- ❑ Activate the appropriate emergency action.
- ❑ If evacuation is necessary, verify that the route and assembly area are safe:
  - Direct the opening of the emergency cache.
  - Set up the ICP.
  - Obtain personal safety equipment.
- ❑ Establish appropriate level of organization.
- ❑ Activate organizational functions as needed.
- ❑ Contact the administrative offices.
- ❑ Develop an Incident Action Plan with objectives and a time frame.

**Operational Actions:**

- ❑ Determine the need for and request inter-agency assistance.
- ❑ Monitor and assess the total site situation.
  - View site map periodically for response team progress.
  - Check with section chiefs for periodic updates.
- ❑ Revise the Incident Action Plan as needed.
- ❑ Update status to the EOC.
- ❑ Reassign personnel as needed.
- ❑ Refer media inquiries to PIO.
- ❑ If a transfer of command is necessary (e.g., when public safety officials arrive), provide a face-to-face briefing with the following minimum essential information:
  - Situation status.
  - Objectives and priorities.
  - Current organization and personnel assignments.
  - Resources in route and/or ordered.
  - Facilities established.
  - Communications plan.
  - Prognosis, concerns, related issues.



**Deactivation:**

- ☐ Receive briefing from a public safety agency to obtain “All Clear.”
- ☐ Contact the Administrative Office to obtain authorization for deactivation.
- ☐ Authorize deactivation of response teams as they are no longer required.
- ☐ Check with section chiefs to ensure that any open actions will be taken care of before demobilization.
  - Logistics: Ensure the return of all equipment and reusable supplies.
  - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for an archive.
- ☐ Provide input to the After-Action Report.
- ☐ Proclaim termination of the emergency.
- ☐ Proceed with recovery operations, if necessary,

**For an Extended Response:**

- ☐ Watch your staff for status and signs of stress and take care of any problems immediately.
- ☐ Provide rest periods for staff.
- ☐ Prepare updates as needed and give them to the local government incident commander.
- ☐ Prepare updates for your staff and student.
- ☐ Plan for the possibility of extended response efforts.

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## INCIDENT COMMAND SYSTEM — PUBLIC INFORMATION OFFICER

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**Reports to:** Incident Commander/Manager

**Responsibilities:** The Public Information Officer (PIO) acts as the official spokesperson in an emergency and ensures that information support is provided on request, that media releases are consistent, accurate, and timely, and that appropriate information is being provided to all required agencies.

**Start-Up Actions:**

- ❑ Determine a possible “news center” or Joint Information Center (JIC) site as a media reception area (located away from the Command Post). Get approval from the Incident Commander.
- ❑ Identify yourself as the “PIO” (vest, visor, sign, etc.).
- ❑ Consult with Agency Administrator to coordinate information release.
- ❑ Assess the situation and obtain a statement from Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

**Operational Duties:**

- ❑ Keep up to date on the situation.
- ❑ Issue/read statements approved by the Incident Commander that reflect:
  - Reassurance – “Everything is going to be OK.”
  - Incident cause and time of origin – size and scope of the incident.
  - Current situation – the condition of the site, evacuation progress, care being given, injuries, etc. Do not release any names.
  - Any information the College wishes to be released to the public.
- ❑ Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
- ❑ Remind site/staff volunteers to refer all questions from media to the PIO.
- ❑ Update information periodically with IC.
- ❑ Ensure key announcements are translated into other languages as needed.
- ❑ Monitor news broadcasts about the incident. Correct any misinformation heard.

**Closing Down:**

- ❑ At IC’s direction, release PIO staff no longer needed.
- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Provide logs and other relevant incident documents to the Documentation Unit.

**For an Extended Response:**

- ❑ Review updates appropriately.
- ❑ Notify local government about your organization’s response status.
- ❑ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.

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## INCIDENT COMMAND SYSTEM — AGENCY LIAISON

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**Reports to:** Incident Commander/Manager

**Responsibilities:** The Agency Liaison is a member of the Incident Command Staff. **When there is a large-scale emergency, this position is generally staffed at the EOC only.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional. The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the college and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

**Start-Up Actions:**

- ❑ Check in with IC for situation briefing.
- ❑ Determine personal operating location and set up as necessary.
- ❑ Obtain the necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g., vest or ID tag.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

**Operational Duties:**

- ❑ Maintain a list of assisting and cooperating up to date on the status and priorities.
- ❑ Monitor incident operations to identify current or potential inter-organizational problems.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

**Closing Down:**

- ❑ At IC's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

**For an Extended Response:**

- ❑ Maintain a list of all neighboring partners and their available resources.
- ❑ Watch all staff for signs of stress. Report issues to the Safety Officer.
- ❑ Provide rest periods and relief for staff.
- ❑ Plan for the possibility of extended response efforts.

# INCIDENT COMMAND SYSTEM — SAFETY OFFICER

**Reports to:** Incident Commander/Manager

**Responsibilities:** The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

**Start-Up Actions:**

- ❑ Check in with IC for situation briefing.
- ❑ Put on personal safety equipment, e.g., hard hat or vest.
- ❑ Obtain the necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document the following:
  - Messages received.
  - Action is taken.
  - Decision justification and documentation.
  - Requests filled.

**Operational Duties:**

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify hazardous situations associated with the incident.
- ❑ Initiate appropriate mitigation measures.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Investigate accidents that have occurred within the incident area.
- ❑ Anticipate situation changes in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

**Closing Down:**

- ❑ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- ❑ Return equipment and reusable supplies to Logistics.

**For an Extended Response:**

- ❑ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.
- ❑ Plan for the possibility of extended response efforts.

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## INCIDENT COMMAND SYSTEM — OPERATIONS

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**Reports to:** Incident Commander/Manager

**Responsibilities:** Operations manages the on-scene, immediate response to the disaster, which can include the following:

- ☐ Site facility check/damage assessment.
- ☐ Security and utilities.
- ☐ Search and rescue.
- ☐ Light fire suppression.
- ☐ First aid and crisis intervention.

**Start-up Actions:**

- ☐ Check in with IC or Command Post for situation briefing.
- ☐ Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- ☐ Obtain the necessary equipment and supplies from Logistics.
- ☐ Identify an assistant as needed.
- ☐ Be proactive. Anticipate needs.

**Operational Duties:**

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ☐ Check with IC to assure Emergency Plan is implemented.
- ☐ Initiate and coordinate search and rescue and first aid operations if needed.
- ☐ Notify Logistics if additional supplies or personnel are needed for the Operations Section. As additional staff arrives, brief them on the situation and assign them as needed.
- ☐ As information is received from the Operations staff, pass it on to IC, describing tasks and priorities.
- ☐ Monitor operational activities ensuring that Operations staff follows standard procedures. utilizes appropriate safety gear and documents their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

**Closing Down:**

- ☐ At IC's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ When authorized by IC, deactivate the section and close out all logs.
- ☐ Provide logs and other relevant documents to the Documentation Unit in Planning.

**For an Extended Response:**

- ☐ Maintain documentation of all actions and decisions (this will help with continued response and recovery from the emergency).
- ☐ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.
- ☐ Plan for the possibility of extended deployment.

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## INCIDENT COMMAND SYSTEM — PLANNING

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**Reports to:** Incident Commander/Manager

**Responsibilities:** Planning is responsible for the collection, evaluation, documentation, and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- ❑ Maintain accurate records and a site map.
- ❑ Provide ongoing analysis of the situation and resource status.

**Start-Up Actions:**

- ❑ Check in with IC for situation briefing.
- ❑ Obtain the necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g., hard hat, vest.

**Operational Duties:**

- ❑ Assume the duties of all Planning positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Assist IC in writing an IAP.

**Closing Down:**

- ❑ At IC's direction, deactivate the section and close out all logs.
- ❑ Archive all incident records.
- ❑ Verify that closing tasks of all Planning positions have been accomplished.
- ❑ Return equipment and reusable supplies to Logistics.

**For an Extended Response:**

- ❑ Continue to receive updated reports from section chiefs.
- ❑ Maintain documentation of all actions and decisions (this will help with continued response and recovery from the emergency).
- ❑ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.
- ❑ Prepare end-of-emergency report and present to IC or local government as necessary.
- ❑ Plan for the possibility of extended deployment.

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## INCIDENT COMMAND SYSTEM — LOGISTICS

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**Reports to:** Incident Commander/Manager

**Responsibilities:** Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Start-up Actions:**

- ❑ Check in with IC for situation briefing.
- ❑ Open supplies container or another storage facility.
- ❑ Put on position identifier, e.g. hard hat or vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up in safe locations.

**Operational Duties:**

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel's needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies, and equipment.

**Closing Down:**

- ❑ At IC's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

**For an Extended Response:**

- ❑ Maintain documentation of all actions and decisions (this will help with continued response and recovery from the emergency).
- ❑ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.
- ❑ Plan for the possibility of extended deployment.

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## INCIDENT COMMAND SYSTEM-FINANCE/ADMINISTRATION

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**Reports to:** Incident Commander/Manager

**Responsibilities:** Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records.
- Track and record staff hours.

**Start-Up Actions:**

- ❑ Check in with IC for situation briefing.
- ❑ Put on position identifier, e.g., hard hat or vest.
- ❑ Locate and set up workspace.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing.

**Operational Duties:**

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

**Closing Down:**

- ❑ At IC's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

**For an Extended Response:**

- ❑ Watch all staff for signs of stress. Report any issues. Provide rest periods and relief for staff.
- ❑ Coordinate response regarding staff work-related issues, assignments and questions, and work with the leadership as appropriate.
- ❑ Coordinate injury or incident reporting procedures and protocol with Safety Officer.
- ❑ Create an end-of-emergency report for IC and the organization.



## **PREPARING FOR CONTINUING OPERATIONS**

Preparing an organization and facility for an emergency takes time and discussion. The Emergency Preparedness Committee can prepare and plan for your organization to offer services during an emergency or disaster. Your planned response to an emergency should emulate your organization's mission, goals, or objectives.

### **1. Prepare to Serve Your Students and Staff:**

- a. Help your students/staff learn what to do in an emergency and how to help one another.
- b. Collect emergency/disaster preparedness items such as flashlights, first-aid kits, blankets, etc.
- c. Before an emergency, establish a list of students/staff who would be considered "at risk" due to disabilities, age (very young or elderly), transportation disadvantages, chronic medical disorders, or non-English speaking. Designate a group to call individuals on this list before a storm/disaster and to follow up afterward. In the event of an evacuation, this group could also call local emergency management to inform them of these individuals or help these individuals get to safety.
- d. Become familiar with resources within your organization and your community. Identify functions and know how to use them.

### **2. Plan to Resume Services as Soon as Possible:**

- a. Consider providing supportive services through some alternative communication vehicles (Internet, telephone, email, etc.).
- b. Prepare to resume essential services immediately, even in temporary or damaged facilities. Determine how you will publicize when essential services and crisis care are offered.
- c. Determine a suitable alternative facility site (such as a school or nearby church) and get an estimate of what it would cost to rent/use. If possible, get an informal arrangement that would allow your services to relocate quickly. This might be a reciprocal agreement with another local community organization.

### **3. Prepare to Serve Your Community:** Below are ideas on ways you can serve your community in the event of an emergency. These are simply options to think about. It is best to stick with a function that you may already perform or focus on one function and plan for it.

- a. Develop a process for raising funds for emergency response and for receiving funds from outside sources.
- b. Arrange agreements to work with the American Red Cross, other emergency management agencies, and your local (city or county) public health department.
- c. Become an American Red Cross Emergency Shelter. Before seeking to become a shelter, get the approval of the administrative body of your organization. The American Red Cross may use places of community organizations close to the emergency area as a temporary shelter. Prior certification is required. Work with your local American Red Cross chapter to meet requirements for a certified site.
- d. Determine if your facility can be used to house volunteers. Make the decision before a disaster/emergency. Plans should be made to care totally for these individuals thus lessening their impact on the broader systems of food, shelter, water, etc. Inform other communities of your willingness to house volunteers.
- e. Develop a plan to receive, organize, and distribute food and other needed items including cleaning supplies, hygiene supplies, and baby supplies.

- f. Organize workers. Organize volunteer work crews to help in your area in times of disaster/emergency.
- g. Stockpile essential items before an emergency for use during an emergency.
- h. Identify and write down your organization's resources (including human resources) and update this list annually.
- i. Develop a plan to work with local first responder agencies (e.g., police, fire, EMS) to "adopt" their station to provide collective aid to the station (meals, blankets, clean clothes) or the first responders' families.

## D. COMMUNICATIONS

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. Students and staff must be told what is happening and what to do. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the College President or Director of Marketing and Communications to disseminate information to the public.

### **COMMON TERMINOLOGY**

One of the most important reasons for DCTC/IHCC Shared Services to use the Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with the school if similar roles are described with similar wording.

### **COMMUNICATION TECHNOLOGY**

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. If telephone and/or electrical service is interrupted, other means must be relied upon to relay information.

### **COMMUNICATION TOOLS**

**Standard telephone** – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a College telephone number as a recorded “hotline” to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

**Cellular telephones** – These phones may be the only tool working when electric service is out. They are useful to administrators and staff who may be in route to or from a site.

**Intercom systems** – Ideally, systems should include a handset rather than a wall-mounted speaker.

**Two-way radio** - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

**Computers** – A wireless laptop computer may be used for communication to other sites. Email may be a useful tool for updating information for staff. Post information such as evacuation, closure, or relocation on the home page of the website.

**Alarm systems** – Bells or buzzers which may be sounded in different ways to signal different types of emergencies, e.g., fire, lockdown, or special alert (with instructions to follow).

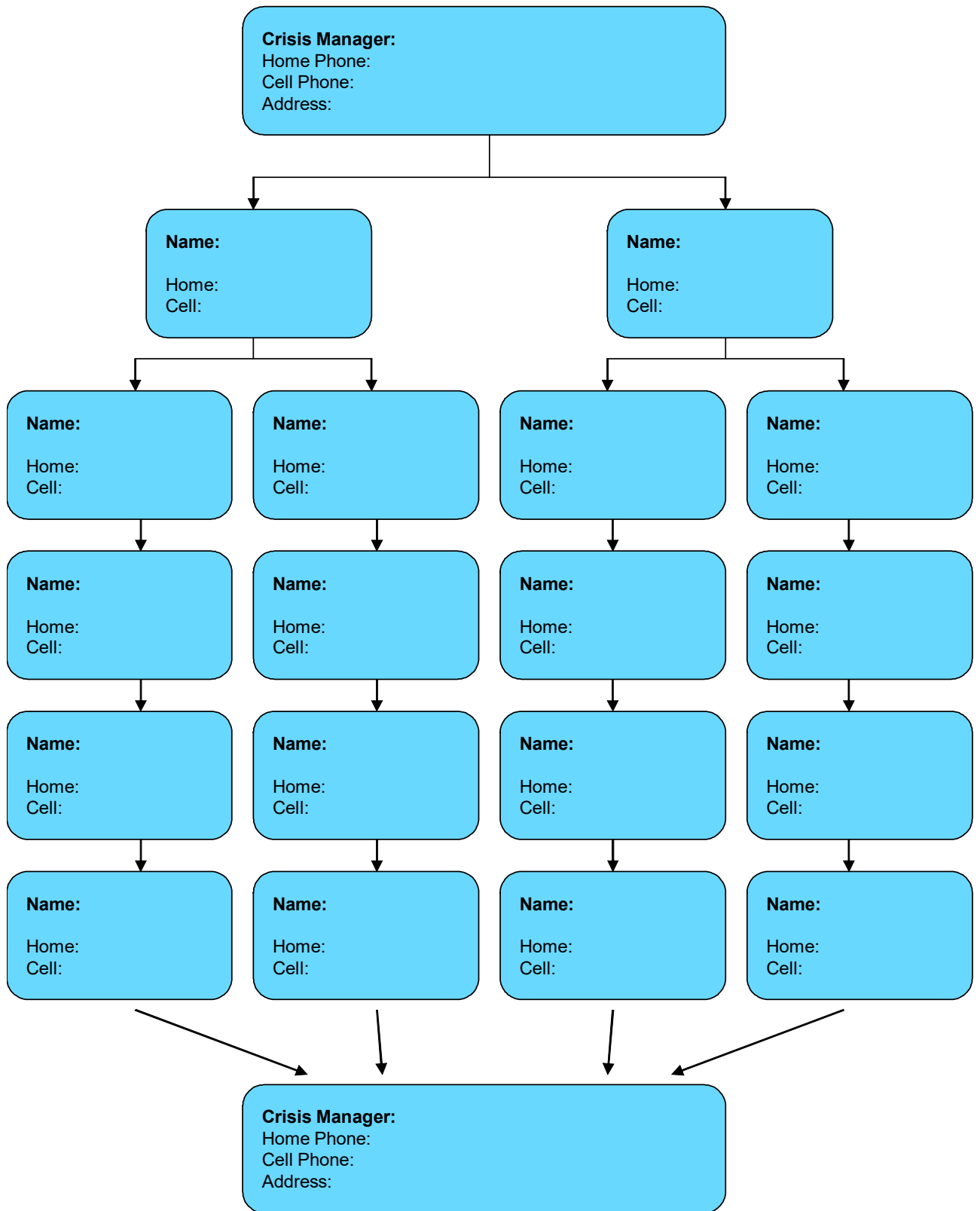
### **What is a Call Down Procedure and Why Is It Useful?**

A call down is a series of telephone calls from one person to the next used to relay specific information. An established and exercised call down protocol can be used during emergency situations, such as a flu pandemic, to deliver urgent information to clients. This sample call-down procedure is intended to be adapted for use by individual organizations.

- Using the phone tree system can spread a message quickly and efficiently to a large number of people.
- Hold message drills regularly to test your phone tree for effectiveness and identify areas for improvement. The drill also helps to update phone numbers.

### **When Calling:**

- The person at the top will start the tree. It may be helpful to have a brief script complete with the specific action.
- Ask the person to get paper and pencil to write specifics.
- Give facts about the event.
- Ensure that you have alternative phone numbers, such as work and cell phone numbers, in case the message needs immediate action.
- If nobody answers, leave a message and call the next person. This should ensure that everyone gets the information in a timely fashion.
- Confirm they will be making the next call on the list.
- Prearrange with staff at the end of the list to contact the person at the top once they receive the message. The *LAST* person(s) on the phone tree should *CALL THE FIRST* person to ensure that the tree is completed and that the message was accurate.



*Example Phone Call Tree*

## E. DRILLS AND TABLETOP EXERCISES

### Training

Make sure your staff is mentally, physically, and emotionally prepared to respond. In an emergency, the first concern of staff will be the safety and welfare of their family members. Your staff is more likely to be available to respond in emergencies if they know that their family members are safe. Encourage staff to develop their own personal emergency preparedness plans for their families.

Your staff should have a **training plan** that addresses the following:

1. Conducting exercises and unannounced drills of all aspects of the Emergency Operations Plan at least annually.
2. Scheduling employee/volunteer orientation training and in-service training on the content of the Emergency Plan.
3. Ensuring employees/volunteers know their individual responsibilities and roles during an event:
  - a. Train all staff and volunteers in basic emergency preparedness regularly.
  - b. Hold first-aid and CPR classes.
  - c. Include school or childcare staff in emergency/disaster training.
  - d. Prepare alternative staff who could lead in the absence of administrative or leadership staff.
  - e. Encourage and support staff and key volunteers to have family or home emergency plans.
  - f. Ensure all staff members have an opportunity to check on their homes and family members as soon as possible following an emergency.
4. Document all training and testing.
5. Develop procedures for correcting deficiencies noted during exercises.
6. Understand that not all staff will be able to be present during an emergency. Expect for staff levels to be reduced by 20 to 40 percent.

Training and preparing staff to be a part of your emergency plans can feel a bit overwhelming. However, there are a number of basic and advanced trainings that are available for free online.

## **CONDUCTING DRILLS**

The purpose of any drill or exercise is to reveal planning weaknesses, uncover resource needs and shortfalls, improve coordination within the community, clarify roles and responsibilities, and improve the overall performance of all staff. It is essential to practice the plan periodically to make sure that it works and that all personnel understand their roles. Exercises with key personnel, back-ups, and local emergency responders should occur regularly. FEMA suggests four ways to accomplish this goal:

**1) Drills simulate an emergency in a limited scope typically involving one supporting agency.**

- An informal discussion of simulated emergencies.
- May test a single component or function of the Emergency Management Plan (e.g. a “Lock-Down” drill).

**2) Tabletop exercises** simulate an emergency in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.

- An informal discussion of simulated emergencies.
- No time pressures.
- Low stress.
- Useful for evaluating plans and procedures.
- Helpful to resolve questions of coordination and responsibility.

**3) Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.

- Focuses on policies, procedures, roles, and responsibilities.
- More stressful and realistic simulation of real-life situations.
- Usually takes place in “real time.”
- Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the facility), utility shut downs, and accounting for all the people who should be onsite at the time (to include students and staff).
- College Emergency Management Team is activated.

**4) Full-Scale Exercises** test an entire community's response capability. This involves using real equipment.

- Takes place in “real time” and tests total response capability as close to a real emergency as possible.
- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capabilities that would be anticipated to support the site in crisis.
- Coordinates many agencies and functions both internal and external to the College.
- It is intended to test several emergency functions either concurrently or in sequence.
- Could involve activating an Emergency Operations Center (EOC).

## **REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES**

<b>Orientation Seminar</b>	<b>Drill</b>	<b>Tabletop Exercise</b>	<b>Functional Exercise</b>	<b>Full-Scale Exercise</b>
No prior exercises No recent crises New plan New procedure New staff leadership New facility Newly identified threat New assisting local agency	Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and workforce capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine workforce contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures Test seldom-used resources Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and workforce allocation Media attention Equipment capabilities Interagency operations and relations

It is recommended that staff and volunteers (as appropriate) complete training applicable to their responsibilities as described below.

### **Agency Administrators**

- FEMA 700, 100, 200
- Continuity of Operations

### **Supervisors or Managers**

- Continuity of Operations
- FEMA IS 100
- FEMA IS 200

### **General Staff**

- Introduction to NIMS and the ICS
- Family and Personal Preparedness



Training	Description	Availability
FEMA IS 700.b	NIMS An Introduction	<a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b">https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b</a>
FEMA IS 100.c	Introduction to Incident Command System, ICS-100	<a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c">https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c</a>
FEMA IS 200.c	ICS for Single Resources and Initial Action Incidents - ICS 200	<a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c">https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c</a>
Community Strategy for Pandemic Influenza Mitigation	Planning guidelines that outline steps for organizations in enacting mitigation strategies.	<a href="http://www.flu.gov/professional/community/commitigation.html">http://www.flu.gov/professional/community/commitigation.html</a>
Family Personal Preparedness (also available in Spanish and Hmong)	Planning steps individuals or families would take to stay safe and healthy in an emergency	<a href="https://extension.umn.edu/how-prepare/create-family-plan-disaster-strikes">https://extension.umn.edu/how-prepare/create-family-plan-disaster-strikes</a>
Continuity of Operations Planning	Introduction to Continuity of Operations Planning (more intensive training: FEMA IS-547a) or Continuity of Operations Planning awareness (less intensive training: FEMA IS-546).	FEMA IS 547: <a href="http://training.fema.gov/EMIWeb/IS/IS547a.asp">http://training.fema.gov/EMIWeb/IS/IS547a.asp</a>  FEMA IS 546a: <a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-546.a">https://training.fema.gov/is/courseoverview.aspx?code=IS-546.a</a>
Psychological First Aid	An approach for assisting people in the immediate aftermath of a disaster to reduce initial distress, short/long-term adaptation.	Classroom session – contact Nancy Carlson, MN Department of Health (651-201-5707) or Bloomington Public Health (952-563-8900)  There is also an online training course available at: <a href="https://www.health.state.mn.us/communities/ep/behavioral/pfa.html">https://www.health.state.mn.us/communities/ep/behavioral/pfa.html</a>

## F. STAFF PERSONAL PREPAREDNESS

When a major emergency occurs, every College employee should be prepared and committed to serving their families. To do this effectively, each employee must:

- Have the confidence that they have prepared their families to deal with emergencies in their absence.
- Know how to complete those tasks for which they are assigned.

The time and energy a staff member commit to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations on site.

Preparing an organization and facility for emergencies takes time and discussion. While the Emergency Preparedness Committee is studying and discussing emergency preparedness plans, it is possible to start educating on basic emergency preparedness. The information about basic individual and family emergency preparedness is the foundation of all the emergency planning. By providing this education, you will assist your staff in taking some control and function in an emergency. It will also help to reduce stress and worry during an emergency event.

### **BASIC INDIVIDUAL AND FAMILY PREPAREDNESS**

Prepare staff/families for emergencies by encouraging family emergency preparation. While most adults recognize the importance of preparedness, less than one in 10 U.S. households have an emergency preparedness plan. You may consider holding a workshop on individual and family preparedness.

The most comprehensive single document for individual and family preparedness is *Are You Ready? An In-depth Guide to Citizen Preparedness* published by FEMA. This document covers multiple issues including individual and family preparedness and resources for the organization's Emergency Committee.

### **Make a Plan**

Discuss what to do and who to call in various types of emergencies with your family.

- Identify places to meet - one outside your home and one outside your neighborhood.
- Identify a contact person outside your city and make sure everyone has this number.
- Know where and how to turn off your water, gas, and electricity.
- Know what to do about your pets.

### ***Gather Supplies for a Kit or Buy a Kit***

Store emergency supplies in a backpack or portable container. Emergency kits and first-aid kits can be purchased online at a number of sites including [www.redcrossstore.org](http://www.redcrossstore.org) or [www.target.com](http://www.target.com) (Target/Red Cross Emergency Preparedness Kits).

## Be Informed

- Find out what your community is doing to prepare for an emergency.
- Become trained as a volunteer in programs such as the Medical Reserve Corps ([www.mnresponds.org](http://www.mnresponds.org)), the American Red Cross ([www.redcross.org](http://www.redcross.org)), or Community Emergency Response Team (CERT) ([www.citizencorps.gov](http://www.citizencorps.gov)).



## MEETING THE NEEDS OF THE PEOPLE, YOU SERVE

Determine the special needs of people in your organization to help prepare. Encourage others to help those who cannot fully prepare by making extra emergency kits for a neighbor or an entire group of people.

## EMOTIONAL CARE

In emergency preparedness, one of the major objectives is to allow people to take control and function in an emergency. Emotional care is a part of the process of taking control. Emotional care provides the survivor with the opportunity to share their emotions without judgment, understanding that they are being looked after, and given attention and respectful assistance in helping survivors understand what occurred and the subsequent recovery. The role of community-based organizations will be to provide emotional care to disaster victims and emergency workers coping with the stress of an emergency also do not neglect the emotional needs of your staff and volunteers.

According to the U.S. Department of Health and Human Services:

- No one who sees or is part of an emergency is untouched by it.
- Survivors respond to active, genuine interest, a listening ear, and help with immediate problem-solving.
- Interventions by professionals, staff, and volunteers need to be appropriate to the phase of the emergency.
- Immediate needs and reactions of the disaster survivor have been found to be consistent including:
  - A concern for basic survival.
  - Grief over loss of loved ones and loss of valued and meaningful possessions.
  - Fear and anxiety about personal safety and the safety of loved ones.
  - Sleep disturbances, often including nightmares and imagery from the emergency.

- A need to talk about events and feelings associated with the emergency, often repeatedly.

Your organization can study and discuss the issues of emotional care prior to an emergency occurring. Volunteers can be taught to recognize the signs and symptoms of stress disorders immediately following an emergency and in the long term. Create a list of mental health resources to expedite care to those who need professional attention.

Organizational volunteers provide hope to those who are suffering by listening and caring for survivors. Survivors respond when volunteers offer eye contact while listening and a calm presence. Volunteers can be taught the following listening and communication techniques:

- Allow silence.
- Attend nonverbally.
- Paraphrase.
- Reflect feelings.
- Allow expression of emotions even when they are negative.
- Validate their search for meaning.

### **ETHICAL ISSUES**

Two ethical issues should be addressed with volunteers who will be providing emotional and spiritual care:

- **Confidentiality** – Information between survivor and volunteer must be held in confidence unless the survivor gives permission to the volunteer to share information with others.
- **Proselytizing** – Refrain from all forms of proselytizing which means attempting to convert people to another opinion.

In general, an ethical emergency response would strive as much as possible to assure that:

- No one person or group is made to bear a disproportionate share of the harm.
- Personnel in socially vital roles are given priority to resources that allow them to fulfill these roles.
- Individual holistic needs including psychological, social, and spiritual needs are being met.
- Community-based organization staff members are valued resources in leading their individual organizations in ethical discussions. Topics that would be pertinent to discuss include:
  - a. Community-based principles for ethical decision making.
  - b. Determining the “essential services,” the organization offers that can be postponed or canceled.
  - c. Organizational care for the special needs’ clients of the organization.
  - d. Loss and grief.

## G. EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves “institutionalizing” the planning, e.g., engaging in certain activities year-after-year. These annual activities include:

- Assessing site hazards.
- Scheduling drills.
- Arranging for staff training.
- Updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a proposed Emergency Planning Calendar that may serve as the basis for individual site needs.

<b>Month</b>	<b>Item</b>	<b>Responsible Party</b>	<b>Date Completed</b>
<b>January</b>	<i>Sample: Review EMP and hold a communications exercise drill.</i>	<i>Campus Incident Response Team</i>	
<b>February</b>	<i>Sample: Review list of staff trained in using AEDs and CPR. Train additional staff if needed.</i>		
<b>March</b>	<i>Inventory Go Kits</i>		
<b>April</b>	<i>Review plans for tornados during Severe Weather Week and hold a tornado drill.</i>		
<b>July</b>	<i>Ensure that clients are aware of hot weather precautions and have adequate sun protection during outdoor events.</i>		
<b>August</b>	<i>Participate in National Night Out Events</i>		
<b>September</b>	<i>Participate in National Preparedness Month activities</i>		
<b>October</b>	<i>Hold a Fire Drill during Fire Prevention Week</i>		
<b>November</b>	<i>Participate in Winter Hazard Awareness Week Activities</i>		

## III – RESPONSE

## SECTION III - RESPONSE

***One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.***

- Arnold H. Glasow

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, responders mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately – a school administrator, facilities employee, the 911 Dispatcher, local fire department, or police department, as appropriate.

### A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible in the interests of responder safety and to dispatch the correct level of medical response.

#### WHEN CALLING 911

- ❖ Remain calm.
- ❖ Speak slowly and clearly.
- ❖ Clearly state name and location of incident and calling phone #.
- ❖ State your emergency
- ❖ Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- ❖ Answer all questions completely.
- ❖ Remain on the line as long as dispatcher instructs you to do so.

The 911 dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police, or rescue squad updated as the situation being reported unfolds.

#### WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident, and your location if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 dispatcher, it is not available in all locations. The 911 operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 dispatcher even those that seem repetitious.
- Stay on the line while the 911 dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 dispatcher. Do not hang up until the dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

### **CALLING 911 FROM A CELL PHONE**

911 calls from cellular phones are answered by Public Safety Answering Point for the area in which the caller resides and routed to the proper agency. 911 personnel may not know the location from where you are calling. It is important to know your cell phone number and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence and every 911 operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

### **NOTIFICATION SYSTEMS**

Notification of an emergency or impending disaster will come from different entities based on the type. The organization, as well as clients and families, will benefit from knowing about the various methods of notification. Notifying your organization's clients of an emergency will be better received if your members are already aware of what the organization's plans are, how they function, and what, if any, their specific role will be in that response.

#### **National Systems:**

1. The Centers for Disease Control and Prevention (CDC) provide health, disaster, and biological threat alerts to federal, state, local and tribal public health officials.
2. The Federal Communications Commission provides the Emergency Alert System (EAS). The EAS allows federal, state and local level emergency information to be transmitted.
3. The Department of Homeland Security has devised an alert system of advisories, bulletins and a threat level system to protect against terrorism.
4. The National Weather Service broadcasts warnings, watches, forecasts, and other non-weather-related hazard information 24/7.

#### **State Systems:**

1. The Minnesota Department of Health (MDH) is responsible for notifying the county and local public health officials of an impending emergency. This notification is handled by the Health Alert Network (HAN).
2. Minnesota Health Alert Network (HAN) sends out messages either by a cascading alert system (e-mail) or a direct alert system (automated phone call followed up with e-mail and fax). The system chosen to be used is based on the urgency of the situation.
3. National Weather Service Office in Chanhassen, Minnesota, provides weather and non-weather-related hazard information 24/7 for Minnesota.
4. Notification of the Chancellor's Office- protocol found in Appendix (p. 101)



### **Local Systems**

The county and/or city public health and local health officials are responsible for initiating public health responses during the first 24 hours of an emergency. Alerts to local businesses, faith and community organizations, and citizens may come through the county and/or city Health Alert System, the Emergency Alert System or local media. Initiating a notification of an emergency will occur at the level of the emergency (i.e. national, state, county or local level).

### **ACTIVATION OF THE ORGANIZATION'S EMERGENCY PLAN**

In the organization's emergency plan, an individual should be identified who will activate the plan. Based on the communication plan, the organization leadership may receive the initial notification and then communicate with the Emergency Manager. The Emergency Manager contacts other organization staff and the Volunteer Coordinator and provides the leadership based on the location, type and size of an emergency.

All the planning that has occurred prior to the emergency should provide clear designations of authority to act in the event of an emergency, outline the role the organization will play in an emergency, and the physical, emotional, and spiritual support that will be provided.

### **END OF THE EMERGENCY**

The event is ended by the agency declaring that the emergency is over. The leadership or emergency manager should declare the emergency within the community-based organization once the county declaration has been made.

## B. ACTIVATING THE EMERGENCY OPERATIONS CENTER

The decision to activate the Emergency Operations Center (EOC) or Incident Command Post rests with the Incident Commander (campus/building site)/EOC Director (College President). The decision should be based on whether or not there is a need to coordinate a response to an emergency.

If there are few or no decisions to make, there may be no need to activate the EOC. However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful.

Examples of situations that could benefit from activation of the ICS include:

- Fire.
- Explosion.
- Severe Weather.
- Flood.
- Death of student or staff member (especially suicide, and especially if onsite).
- Violence or threat of violence.

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset and expand or contract it as the event progresses.

### EOC Location:

#### IHCC Site:

IHCC-IT Conference Room (primary),  
IHCC Activities Building- 2<sup>nd</sup> Floor A211(secondary)

#### DCTC Site:

DCTC Operations and Facilities Department- DCTC 2-514 (primary)  
DCTC Baseball Building (secondary)

## C. EMERGENCY ACTIONS/ALERT LEVEL PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander/Manager will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

### COMMON EMERGENCY ACTIONS

#### LOCKDOWN

Initiated when there is an immediate or imminent threat to occupants of a building and movement within will put students and staff at jeopardy. Lockdown involves a “no one in, no one out” scenario.

#### EVACUATION

The orderly movement of students and staff from buildings to another area when conditions outside are safer than inside.

#### SHELTER IN PLACE

Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.

---

## EMERGENCY ACTION — EVACUATION

---

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside buildings to a designated outside the area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire.
- Bomb Threat.
- Explosion or Threat of Explosion.

### Evacuation

#### **INCIDENT COMMANDER Emergency Response Protocols:**

- Rescue and/or move student(s) in immediate danger if safe to do so.
- Call the fire department **via 911** or other appropriate emergency services.
- Contact manager on duty to inform them of the situation.
- Close doors to seal off the affected area.
- Seek assistance from other staff members on duty.
- Evacuate the building, starting with the most ambulant students and those who are able to self-evacuate.
- Evacuate remaining students who need assistance, those students with access and functional needs, and any student requiring a specialist's help.
- Follow any nominated measures specified in each student's Evacuation Management Plan.
- Collect the go-kit, mobile phone, and the building roster.
- If safe, search all rooms to ensure that everybody has evacuated from the building.
- Ensure that all students proceed directly to the **Assembly Area**.
- Remain at the Assembly Area and conduct a headcount to ensure that all occupants and staff are present if feasible.
- Advise the first responders if someone is missing.
- Wait for the "all clear" from the emergency service before returning students to the building.
- If circumstances require students to move to another location, do this in conjunction with the police or fire department, and only after everyone has been evacuated from the building and accounted for.

# Evacuation

### Evacuation Plan

During business hours, everyone in the building will go to:

*Name of Assembly Area*

*Address*

*City*

Name of site manager (if re-locating to another business:

Telephone number:

Directions to Assembly Area:

Agency person in charge at evacuation site:

Responsibilities include:

- ☐ **Conducting** attendance at site.
- ☐ Bringing emergency documents and phone lists.
- ☐ Bringing emergency kit.

Other:

---

# Evacuation

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## EMERGENCY ACTION — LOCKDOWN

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**LOCKDOWN** is initiated to isolate students and staff from danger when there is a crisis inside the building and movement within the building might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the designated locations at all times. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire.
- Extreme Violence Outside the Building.

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### Lockdown

#### INCIDENT COMMANDER Emergency Response Protocols:

- Instruct students and staff to immediately lock doors and remain in the secured area until further instructions are provided.
- Call **911**. Provide location, status of site, and all available details of situation.
- Contact your CLIENT Regional Manager or manager on duty to inform them of the situation.
- Seek assistance from other staff members on duty.
- Collect the go-kit, mobile phone, and the building roster.
- Wait for the “all clear” from the emergency service before unlocking doors and allowing occupants to move about the property.

Lockdown

---

## EMERGENCY ACTION — SHELTER-IN-PLACE

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**SHELTER-IN-PLACE** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air, and turning off pilot lights.

**SHELTER-IN-PLACE** allows for the free movement of students and staff within the building, although one should not leave the facility until further instructions are received. Those in buildings with exterior passageways must remain in the room while **SHELTER-IN-PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.

### Shelter-In-Place

<p><b><u>INCIDENT COMMANDER Emergency Response Protocols:</u></b></p> <ul style="list-style-type: none"><li>• Instruct students and staff to remain inside with windows and doors securely closed and air conditioning units turned off.</li><li>• Make arrangements for central HVAC shutdown, if necessary.</li><li>• Call <b>911</b>. Provide location, status of site, and all available details of situation.</li><li>• Contact your Manager on duty to inform them of the situation.</li><li>• Seek assistance from other staff members on duty.</li><li>• Collect the go-kit, mobile phone, and the building roster.</li><li>• Wait for the “all clear” from the emergency service before resuming normal operations in the building.</li></ul>	<p><b>Shelter-In-Place</b></p>
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## D. EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced before the occurrence of an emergency.

The emergencies outlined in this section are:

<i>Active Assailant</i> .....	<i>Error! Bookmark not defined.</i>	72
<i>Bomb Threats</i> .....	<i>Error! Bookmark not defined.</i>	73
<i>Chem. /Bio. /HAZMAT Threat or Incident</i> .....		77
<i>Elevator Entrapment</i> .....	<i>Error! Bookmark not defined.</i>	78
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<i>Fire or Smoke</i> .....	<i>Error! Bookmark not defined.</i>	80
<i>Fire Alarm Sounding (No Fire or Smoke)</i> .....		82
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# ACTIVE ASSAILANT

An Active Assailant is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, Active Assailants use firearms(s), and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because Active Assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an Active Assailant situation.

## Good practices for coping with an active assailant situation:

- ❑ Be aware of your environment and any possible dangers.
- ❑ Take note of the two nearest exits in any facility you visit.
- ❑ If you are in a CLASSROOM OR AN OFFICE, stay there and secure the door.
- ❑ If you are in a hallway, get into a room and secure the door.
- ❑ As a last resort, attempt to take the Active Assailant down. When the aggressor is at close range, and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- ❑ **ACTIVATE “ACTIVE ASSAILANT” PROCEDURE VIA BLACKBOARD STAR ALERT**
- ❑ **CALL 911 WHEN IT IS SAFE TO DO SO!**
- ❑ **LOCKDOWN TO ASSESS.**
- ❑ **MOVE STUDENTS TO A SAFER PLACE IMMEDIATELY.**
- ❑ **NOTIFY OCCUPANTS OF THE LOCATION OF THE INCIDENT IF IT IS SAFE TO DO SO!**
- ❑ **NOTIFY EMERGENCY-MANAGER-ON-DUTY WHEN IT IS SAFE TO DO SO!**

# Active Assailant

## HOW TO RESPOND WHEN AN ACTIVE ASSAILANT IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life.

1. **Evacuate (RUN).** If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
  - ☐ Have an escape route and plan in mind
  - ☐ Evacuate with your students
  - ☐ Leave your belongings behind
  - ☐ Help others escape, if possible
  - ☐ Prevent individuals from entering an area where the Active Assailant may be
  - ☐ Keep your hands visible
  - ☐ Move in a zig-zag manner
  - ☐ Follow the instructions of any police officers
  - ☐ Do not attempt to move wounded people from/to classrooms
2. **Hide out (HIDE).** If evacuation is not possible you must stay in a lockdown and hide out:

Find a place to hide where the Active Assailant is less likely to find you. Your hiding place should:

  - ☐ Be out of the aggressor's view
  - ☐ Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
  - ☐ Do not trap yourself or restrict your options for movement
  - ☐ To prevent an Active Assailant from entering your hiding place:
    - **Lock the door**
    - **Blockade the door with heavy furniture**
    - **Close your windows**

**If the Active Assailant is nearby:**

  - ☐ Lock the door
  - ☐ Silence your cell phone and/or pager
  - ☐ Turn off any source of noise (i.e., radios, televisions)
  - ☐ Hide behind large items (i.e., cabinets, desks)
  - ☐ Remain quiet

**If evacuation and hiding out are not possible:**

  - ☐ Remain calm
  - ☐ Dial 911, if possible, to alert police to the aggressor's location
  - ☐ If you cannot speak, leave the line open and allow the dispatcher to listen
3. **Act against the active assailant (FIGHT).** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the Active Assailant by:
  - ☐ Acting as aggressively as possible against him/her
  - ☐ Throwing items and improvising weapons
  - ☐ Yelling
  - ☐ Committing to your actions

## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the Active Assailant as soon as possible.

Officers will proceed directly to the area in which the last shots were heard.

- ❑ Officers usually arrive in teams of four (4)
- ❑ Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- ❑ Officers may be armed with rifles, shotguns, handguns
- ❑ Officers may use pepper spray or tear gas to control the situation
- ❑ Officers may shout commands and may push individuals to the ground for their safety
- ❑ Remain calm and follow officers' instructions
- ❑ Put down any items in your hands (i.e., bags, jackets)
- ❑ Immediately raise hands and spread fingers
- ❑ Keep hands visible at all times
- ❑ Avoid making quick movements toward officers such as holding on to them for safety
- ❑ Avoid pointing, screaming and/or yelling
- ❑ Do not stop to ask officers for help or direction when evacuating; just proceed in the direction from which officers are entering the premises.

### Information to provide to law enforcement or 911 operator:

- ❑ Location of the active assailant
- ❑ Number of attackers, if more than one
- ❑ Physical description
- ❑ Number and type of weapons
- ❑ Number of potential victims at the location

## **INCIDENT COMMANDER Emergency Response Protocols:**

### **Telephone Threat**

- DO NOT HANG UP and record details of calling number if available.
- Collect as much information as possible and fill in a Bomb Threat Checklist as circumstances allow.
- Contact the Police and College management, follow any directions they give.

### **Written or Electronically Delivered Threat**

- Do not discard the threat or the material it was written on or in which it was delivered.
- Avoid unnecessary handling of the envelope, container, and documents.
- Contact the Police and College management and follow any directions they give.

## TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.  
Notify Supervisor / Police officer of the situation by prearranged signal while caller is on the line.

Today's Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Information on call

Date of call:	Time of call: <input type="checkbox"/> AM <input type="checkbox"/> PM	Duration of call:	Phone number called: (     )
Name of person receiving the call:			Phone number to call for follow up: (     )

### Questions for caller (Try to ask these questions and document responses)

When will the bomb explode?	What kind of bomb is it?	What will cause the bomb to explode?
Where is the bomb located?	What does the bomb look like?	Did you place the bomb?
Why did you place the bomb?	Where are you now?	What is your name?

Document exact wording of threat:

### Information on caller:

Gender of caller: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unknown	Approximate age of caller:	Does the voice sound familiar:	If yes, who does it sound like?
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### Description of caller: (Check all that apply)

Voice	Speech	Language	Behavior	Background Noise	
<input type="checkbox"/> Clean	<input type="checkbox"/> Accented	<input type="checkbox"/> Educated	<input type="checkbox"/> Agitated	<input type="checkbox"/> Airport	<input type="checkbox"/> Quiet
<input type="checkbox"/> Distorted	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Foreign	<input type="checkbox"/> Angry	<input type="checkbox"/> Animals	<input type="checkbox"/> Restaurant
<input type="checkbox"/> Hoarse	<input type="checkbox"/> Distinct	<input type="checkbox"/> Foul	<input type="checkbox"/> Blaming	<input type="checkbox"/> Baby	<input type="checkbox"/> Static
<input type="checkbox"/> Loud	<input type="checkbox"/> Fast	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Calm	<input type="checkbox"/> Birds	<input type="checkbox"/> Street Noise
<input type="checkbox"/> Muffled	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Irrational	<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> General Noise	<input type="checkbox"/> Talking
<input type="checkbox"/> Nasal	<input type="checkbox"/> Lisp	<input type="checkbox"/> Rational	<input type="checkbox"/> Crying	<input type="checkbox"/> Guns Firing	<input type="checkbox"/> Tavern/Bar
<input type="checkbox"/> Pitch-High	<input type="checkbox"/> Slow	<input type="checkbox"/> Slang	<input type="checkbox"/> Fearful	<input type="checkbox"/> Gymnasium	<input type="checkbox"/> Television
<input type="checkbox"/> Pitch-Med	<input type="checkbox"/> Slurred	<input type="checkbox"/> Taped/Recorded	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Machinery	<input type="checkbox"/> Traffic
<input type="checkbox"/> Pitch-Low	<input type="checkbox"/> Stuttered	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Laughing	<input type="checkbox"/> Motor	<input type="checkbox"/> Train
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Other:	<input type="checkbox"/> Unintelligible	<input type="checkbox"/> Nervous	<input type="checkbox"/> Music	<input type="checkbox"/> Typing
<input type="checkbox"/> Raspy	<input type="checkbox"/> If Accented, Describe:	<input type="checkbox"/> If Foreign, Describe:	<input type="checkbox"/> Self-Righteous	<input type="checkbox"/> Party	<input type="checkbox"/> Water/Wind
<input type="checkbox"/> Smooth			<input type="checkbox"/> Other	<input type="checkbox"/> PA System	<input type="checkbox"/> Other
<input type="checkbox"/> Soft					
<input type="checkbox"/> Squeaky					
<input type="checkbox"/> Unclear					
<input type="checkbox"/> Other					

# CHEM. /BIO. /HAZMAT Threat or Incident

## INCIDENT COMMANDER Emergency Response Protocols:

### Chemical or Biological Threat

- Collect as much information as possible, filling out the HAZMAT INFORMATION form (below), and then the bomb threat checklist (page 15).
- **Call 911** and follow any directions they give.
- Hand the checklist to the police when they arrive.
- Follow any further directions from first responders.
- Contact the EOC and advise them of the situation.

### HAZMAT Incident

- If an agent or material is located within the building, move students from the immediate danger area.
- **Call 911** and follow any directions they give.
- Contact the EOC and inform them of the situation.
- Call 911 for an ambulance if anyone experiences health issues.
- Do not allow anyone near the hazardous material.

### HAZMAT INCIDENT INFORMATION

*What kind of substance is it?*

*How much substance has been/will be released?*

*How is the substance being released (what is the source)?*

*Is the substance a solid, liquid, or gas?*

*Describe the HAZMAT situation in detail:*

**Chem./Bio. /HAZMAT  
Threat or Incident**

# ELEVATOR ENTRAPMENT

## SITE MANAGER Emergency Response Protocols:

- Attempt to contact the individuals trapped in the elevator.
- Check whether the trapped individuals have any medical conditions.
- Dial **911** and inform them of the situation.
- As soon as possible, call the elevator maintenance company to inform them of the situation.
- Do **NOT** attempt to reset the elevator.
- Do **NOT** attempt to open the doors or rescue the trapped individuals.
- Try to talk with the trapped individuals, reassuring them that help is on the way.

---

### Information for 911

- Building address.
- Describe the situation.
- Number of people trapped.
- Total time trapped.
- Do the trapped individuals have any medical conditions?
- Inform 911 that your next call will be to the elevator maintenance company.



**1.** *Gather Information*



**2.** *Call 911*



**3.** *Call Elevator Service Company*

**Elevator Entrapment**

# EXTERNAL FLOOD

## INCIDENT COMMANDER Emergency Response Protocols:

- If there is a sign of an external flood that is impacting or likely to impact the property, assess the situation and determine the need to evacuate, **AND:**
  - Listen to the radio or television and note any warnings given by police or emergency services.
  - If the facility is evacuated, attempt to advise the police and College management.
  - Follow any instructions given by first responders.
  - Check with police for safe routes before driving anywhere.
  - Do not drive along flooded roads unless advised it is safe to do so and the depth and strength of the current is known.
  - Do not attempt to walk or drive through water of unknown depth.

## Assembly Area

- The police or Incident Commander will nominate the Assembly Area, as the normal evacuation assembly area may not be suitable.
- The site manager shall only return students to the building when the “all clear” is given by the police and College management.

External Flood



# FIRE OR SMOKE

## INCIDENT COMMANDER Emergency Response Protocols:

- If it is safe to do so, rescue and/or move student(s) in **immediate danger** and close doors to seal off the area where fire or smoke is observed.
- Call the fire department via **911**.
- **Do not allow the use of the elevator.**
- Evacuate the building, starting with the most ambulant students and those who can self-evacuate.
- Evacuate remaining students who need assistance, those students with access and functional needs, and any student requiring specialist help.
- Contact your building manager on duty to inform them of the situation.
- If the flames are small and controlled, and it is safe to do so, attempt to extinguish the flames (see page 83)
- Collect the go-kit and the building roster.
- If it is safe to do so, search all rooms to ensure that everybody has evacuated from the building.
- Ensure that all students proceed directly to the Assembly Area.
- Remain at the Assembly Area and conduct a headcount to ensure that all building occupants and staff are present.
- Provide the first responders with a list of students including who is accounted for, missing, and which students have special needs.
- If students cannot return to the building, work with the EOC, fire department, and the American Red Cross to coordinate relocation and ensure the immediate needs of students are addressed.

Fire or Smoke

# FIRE AND EMERGENCY RESPONSE PROCEDURES

## Roles and Responsibilities

### INCIDENT COMMANDER

(Manager OR Most Senior ICS-Trained On-Site Employee)

#### Role

The role of the Incident Commander is to plan for an emergency and assume control of tactical operations during an emergency.

#### Identification

The Incident Commander will identify himself/herself by wearing a **yellow hat, yellow helmet, or yellow vest**.

#### Responsibilities

- Ensure life safety
- Communication with the Incident Response Team and the EOC
- Assess the scene
- **Coordinate response efforts**

### SITE INCIDENT COMMAND POST (ICP) STAFF

(On-Site Staff/Crisis Response Team)

#### Role

In an emergency, ICP staff assists the Incident Commander on an “as-needed” basis.

#### Responsibilities

- Responding to and assisting at the site of the incident
- Delegating tasks and filling positions within the ICP structure
- Obtaining more help and resources when needed
- Cooperating with assisting organizations to tend to the immediate needs of building occupants

### EMERGENCY OPERATIONS CENTER (EOC) STAFF

(Organization-Wide Management Team)

#### Role

The role of the EOC Staff is to act as an external strategic resource for the command post.

#### Responsibilities

- Coordinate strategic response to the incident
- Communicate with Incident Commander to determine needs
- Develop a strategic plan to respond and recover from the incident

## FIRE ALARM SOUNDING (No Fire or Smoke)

### INCIDENT COMMANDER Emergency Response Protocols:

- If College personnel are onsite, identify and validate the source of the fire.
- Call the fire department via **911**.
- **Do not allow the use of the elevator.**
- Immediately initiate evacuation procedures.
- If you encounter smoke, take short breaths through your nose and crawl along the floor to the nearest exit (**see the previous page**).
- Feel all doors with your hand before opening. If the door is hot, **do not open it**.
- If it is safe to do so, search all rooms to ensure that everybody has evacuated from the building.
- Move at least 75 feet away from the building. Proceed to the designated assembly area.
- After all students are evacuated and are accounted for, wait for the “all clear” from the fire department before returning students to the building.
- Document evacuation speed and completeness, noting which students are slowest to evacuate, and which require special assistance.

### Step 1



*Evacuate Student*

### Step 2



*Account for Student*

### Step 3



*Assist Fire Department  
with Building Access and  
Information*

Fire Alarm Sounding

# INTERNAL EMERGENCY

## INCIDENT COMMANDER Emergency Response Protocols

### For:

- *Building collapse*
- *Structural instability*
- *Explosion*
- *Electrical hazards*
- *Electrical incident*
- *Industrial accident*
- *Earthquake*

- Alert students in the immediate danger area and move them to a place of safety.
- Shut down the service or device causing the emergency, if possible and safe to do so.
- Contact 911 and the relevant utility service and follow any directions given.
- Contact the EOC and advise them of the situation.
- Evacuate when advised or if the students are at risk due to the internal emergency.

Internal Emergency

# MEDICAL EMERGENCY

## INCIDENT COMMANDER Emergency Response Protocols:

- Check that the person is not in a hazardous situation.
- Do not move the student unless it is critical to their survival, e.g., if they were face down in water or in some other life-threatening position or circumstance.
- Dial **911** (See Below).
- Apply immediate first aid as appropriate.
- Try not to leave the student alone.
- Meet the ambulance officers and escort them to the student or arrange for someone else to do it.
- Assist the paramedics and follow any directions.
- Contact the College and advise them of the situation.

### Information for 911

- Building address and location of the injured party.
- Your Name/Position/Phone Number.
- Number of people injured.
- Nature of injury or illness.
- Past medical history or known medical conditions of the student (check personal records).
- Follow any directions from the 911 dispatchers.



**1.** Remove Victim from Hazard



**2.** Call 911



**3.** Administer CPR or First Aid as Directed by 911

First Aid Kit Located in: \_\_\_\_\_

AED(s) Located in: \_\_\_\_\_

Medical Emergency

# PERSONAL THREAT / CRIMINAL ACT

## INCIDENT COMMANDER Emergency Response Protocols:

- Remain calm, do not panic. Think rationally and try to remember the details.
- Attempt to de-escalate the situations peacefully
- Do not argue, provoke, or disagree with the offender.
- Do not try to disarm or overpower the offender.
- Try not to stare into the face of the offender.
- If demanded by the offender, hand over all money, drugs, and valuables.
- Attempt to ascertain the offender's grievance.
- Note the offender's escape route and method but do not follow or give chase.
- Note as much information as possible about the offender such as speech, dress, features, weapon used, grievance, etc.
- Once the offender has left, and you are in a safe location, call the police and give your name, exact location, and a summary of the facts.
- Collect as much information as possible and fill in an Offender Report Form (See Page 93) to the best of your ability.
- Hand the Offender Report Form to the police when they arrive.
- Follow any further directions of the police.
- Contact College management and advise them of the situation.
- Do not discuss the incident with the media.

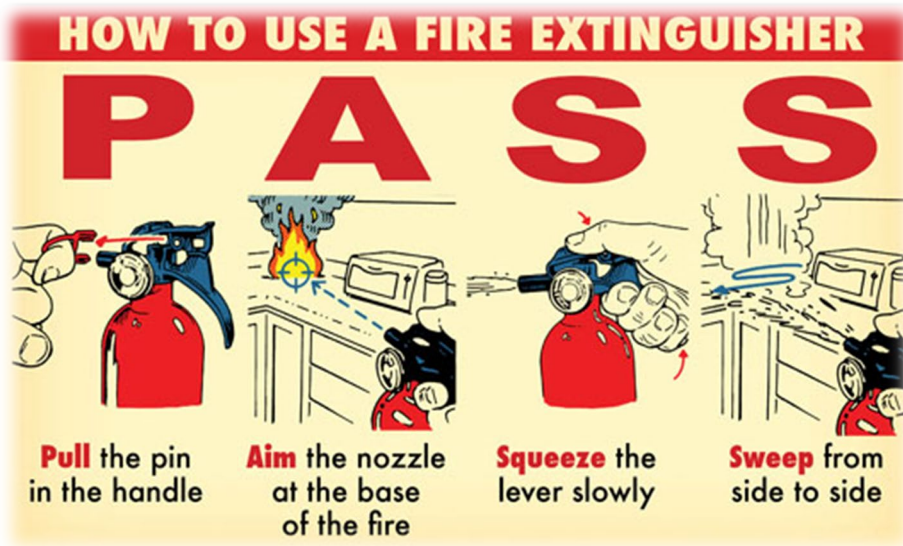
## Personal Threat and Criminal Act

## SMALL FIRE OR SMOKE

### Fire Extinguishers

The Incident Commander or available staff may attempt to extinguish a fire using a fire extinguisher if:

- Doing so is safe.
- It is a small fire (e.g., a smoldering trash can, overheating/smoldering electrical equipment, frying pan).
- Students have been moved from the danger area.
- The fire department has been called.
- The person using the extinguisher has been trained in their use.



Small Fire or Smoke

# STORM DAMAGE

## INCIDENT COMMANDER Emergency Response Protocols:

- Check for damage if safe to do so.
- If there is a sign of damage to the property, assess the situation and determine the need to evacuate, **AND:**
  - Listen to the local radio for official warnings and/or advice.
  - If in need of emergency assistance, call **911**
  - Beware of fallen power lines and damaged buildings.
  - Be aware of trees that are damaged, have fallen, may drop limbs or may fall.
  - Be aware of flooded roads or low areas.
  - Do not attempt to walk or drive through water of unknown depth.
  - Contact College management and advise them of the situation.

## Assembly Area

- Emergency responders will nominate the Assembly Area if the normal evacuation assembly area is not suitable.
- The Incident Commander shall only return students to the building when the “all clear” is given by the police and College management.

# Storm Damage



# Suspicious Item/Suspected Explosive Device

## INCIDENT COMMANDER Emergency Response Protocols:

### **Suspected Explosive or Incendiary Device (e.g., Suspicious Item, Suspected Mail/Parcel Bomb, etc.).**

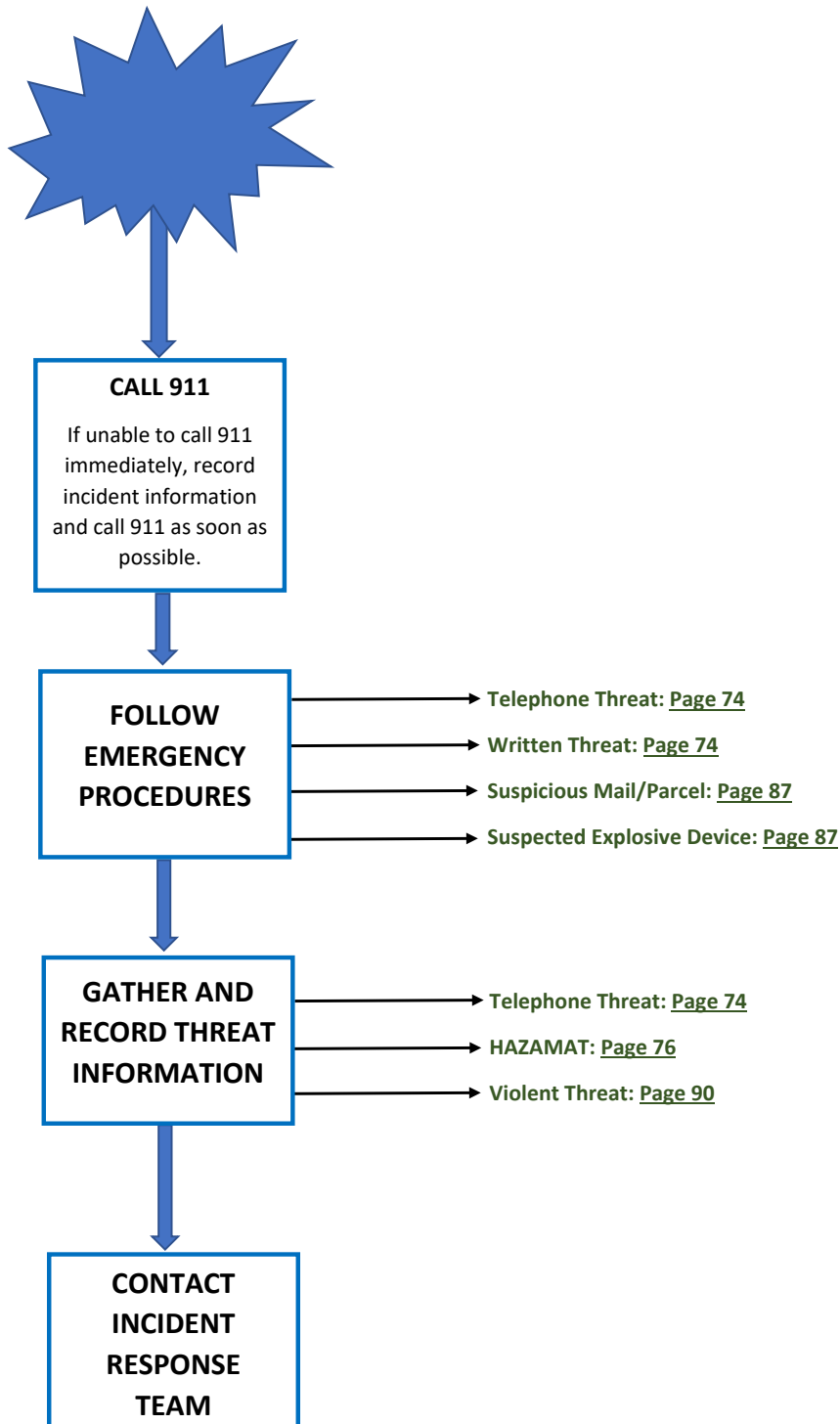
- Contact the Police and College management and follow any directions they give.
- Do not allow anyone to touch, cover, or move the suspicious object.
- Evacuate people away from the item in question and isolate the area where the suspect object is located as much as possible.
- Do not allow anyone near the suspicious object.
- Turn off mobile phones, radios, and electronic equipment until an all-clear is given.

## Suspicious Item/Suspected Explosive Device

# Threatening Incident or Item

## INCIDENT COMMANDER Emergency Response Protocols:

Follow the flowchart below, using relevant resources throughout this flipchart depending on the nature of the threat.



Threatening Situation

# Tornado or Severe Weather Watch

The National Weather Service has developed a method of identifying storm conditions that foster the development of tornadoes.

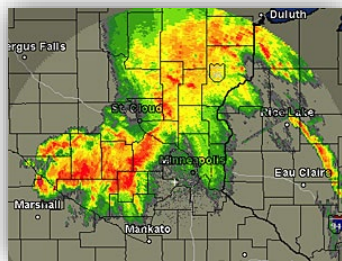
A **Tornado or Severe Weather Watch** status indicates that weather conditions are favorable for the development of tornadoes or severe weather.

## INCIDENT COMMANDER Emergency Response Protocols:

- Be vigilant of weather conditions and events occurring on the property.
- Monitor weather with an NOAA weather radio, FM radio, television, internet, or another medium that broadcasts tornado watches.

## Severe Weather Shelter Areas

- Incident Commanders will ensure access is available to severe weather shelter locations.
- Incident Commanders may check in with students and staff with special needs to ensure they are able to shelter-in-place if a tornado warning is issued.



## *Monitor*

Monitor Weather  
Conditions



## *Prepare*

Prepare Shelters and  
Students with Special  
Needs

Tornado or Severe Weather  
Watch

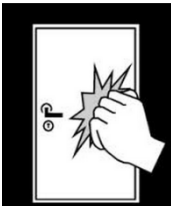
# Tornado Warning and Severe Weather

The National Weather Service defines a Tornado or Severe Weather Warning as an alert that a tornado or severe weather has been spotted in the area by radar, weather watchers, or the public.

## INCIDENT COMMANDER Emergency Response Protocols:

- Begin moving student to the tornado/severe weather shelter immediately.
- **Do not use elevators.**
- Check that student with special needs are able to find shelter away from windows.
- Shelter-in-place until tornado warning sirens cease and the National Weather Service confirms the area is safe via radio or television broadcasts.

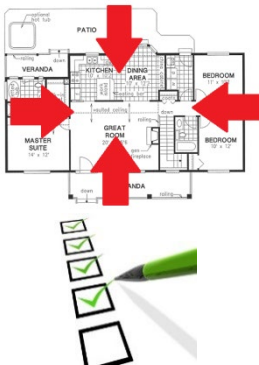
## Sheltering from Tornadoes & Severe Weather



**Inform Student:** “A tornado warning has been issued, and a tornado has been spotted nearby, please seek shelter immediately.”



**Avoid Windows:** The shelter location should be away from windows, glass, and large unsupported ceilings.



**Building Interior:** Move to the building interior, including interior stairwells, restrooms, parking garages, hallways, or conference rooms.

**Special Needs:** Student who may have difficulty moving to a safe shelter should be checked and assisted in the event of a tornado warning.

# Tornado Warning

# Utility Failure or Incident

## **INCIDENT COMMANDER Emergency Response Protocols:**

- In the event of a utility failure or incident, contact the relevant utility or after-hours emergency number.
- If during a failure or incident, another building emergency occurs, for example, a fire, follow the standard evacuation procedures.
- Follow the individual Utility procedures as appropriate.

### **Electricity Failure/Blackout**

- If an electricity failure occurs, ensure student stay calm and if necessary, use flashlights until the resumption of the normal power supply.
- Establish the cause of power failure and contact an electrician if required.
- If the duration of electricity failure becomes extended, seek advice from the relevant service provider and College management. If power failure becomes prolonged, the relocation of student may need to be considered.
- Staff should note that cordless telephones will not operate and during an extended power failure it's possible the battery supplying the fire detection system will discharge rendering the system out of order.

### **Plumbing/ Internal Flooding**

- Stop using all electrical equipment. If necessary, vacate the area.
- Contact a plumber, emergency contact or local water supplier, as appropriate.

### **Telephone System**

- Using a mobile telephone, or a neighbor's telephone, immediately report the failure of the facility's telephone system to the relevant service provider.
- Clearly describe the type of facility involved and request priority attention.

# Utility Failure or Incident

# Utility Failure or Incident

## **INCIDENT COMMANDER Emergency Response Protocols:**

- In the event of a utility failure or incident, contact the relevant utility or after-hours emergency number.
- If during a failure or incident, another building emergency occurs, for example, a fire, follow the standard evacuation procedures.
- Follow the individual Utility procedures as appropriate.

### **Gas Leak**

- Cease all operations. **Do not switch on lights, mobile telephones, radios, or any electrical equipment.** Switch gas valve off if safe to do so.
- Evacuate student and staff to a safe distance.
- Call the fire department and the gas utility's emergency telephone number from a phone located away from the gas leak.
- Do not return to the building until instructed to do so by authorized personnel.

### **Water contamination/failure**

- Stop using water supplies as soon as the contamination is noticed.
- Call an ambulance if any staff members and student require medical attention.
- Notify occupants immediately of water contamination/failure.
- Report the failure or contamination to the relevant service provider.

### **Sewage Leak**

- Treat all sewage leaks as a hazardous material.
- See the following page for HAZMAT response protocols.

# Utility Failure or Incident

## Violent Threat Protocols – Offender Report Form

Date of incident:	Time of incident:
<b>Offender Description</b>	<b>Offender Identification</b>
Sex:	Clothing: <i>Tie Shirt T-shirt Sweater</i>
Ethnic Origin:	<i>Coat Pants Shorts Dress Skirt Hat</i>
Approx. age:	<i>Blouse Footwear:</i>
Height:                      Weight:	Other Features:
Build: <i>Thin Medium Heavy Stout</i>	
Features: <i>Beard Moustache Glasses Tattoos Scars Other:</i>	Nicknames used:
Hair: <i>Color: Straight Wavy</i>	Did you recognize the offender? YES/NO
<i>Curly Bald Thick Long Other:</i>	If so, who do you think it was:
Complexion: <i>Fair Dark Pale Suntanned Other:</i>	Weapon (if any):
Eyes: <i>Color:                      Size:</i>	
Eyes: <i>Intense Stare Squint Other:</i>	<b>Transport</b>
Ears: <i>Size:                      Shape:</i>	Car:
Nose: <i>Size:                      Shape:</i>	Make:
Lips: <i>Size:                      Shape:</i>	Model:
Teeth: <i>Good Uneven Spaced Bad Missing Protruding</i>	Color:
Speech: <i>Fast Slow Other:</i>	Registration:
Posture: <i>Erect Stooped Slouchy Other:</i>	Other:
Walk: <i>Quick Slow Limp Other:</i>	<b>Actions of offender:</b>
Hands: <i>Big Small Other:</i>	Describe what the offender did:
Jewelry: <i>Gold/Silver Rings Chains Watch Other jewelry:</i>	
Gloves: <i>Yes/No Description:</i>	
Your name:	
Your telephone number:	
Report Date / Time:	

**Personal Threat & Criminal Act**

## **IV – RECOVERY**



## SECTION IV – RECOVERY ORGANIZATION

*Act well at the moment, and you will have performed a good action for all eternity.*

-John Caspar Lavater

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the new normal as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological, and emotional trauma following sudden tragic events. Student and their families, administrators, and staff will benefit from recovery support at two levels, immediate and ongoing.

**Immediate (short-term) support** is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock and basic human needs of medical attention, shelter, and food are the primary focus. Emergencies affecting a small number of people or certain building emergencies may be well served by crisis counseling and recovery assistance from local community mental health providers, employee assistance programs, and similar services.

**Ongoing (long-term) recovery** refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

## **A. RECOVERY ORGANIZATION**

Recovery actions follow the same five NIMS/ICS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by NIMS/ICS function:

### **Management**

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery for staff and student.

### **Operations**

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry and repairs.

### **Planning/Intelligence**

- DOCUMENTATION- for use in applying for disaster relief.  
See forms on the Federal Emergency Management Agency website at [www.fema.gov](http://www.fema.gov).
- WRITE recovery After-Action Reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

### **Logistics**

- PROVIDE recovery-related supplies and replenish disaster cache at each site
- COORDINATE availability of personnel, equipment, and vehicles needed for recovery efforts

### **Administration/Finance**

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time and assure continuity of payroll.

## B. DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff and student have been assured, and emergency conditions have abated, assemble staff to support the restoration of programs. Defining mission-critical operations and staffing will be a starting point for the recovery process.

- CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- PERFORM impact analysis. Examine critical information technology assets and personnel resources and determine the impact on the site for each asset and resource that is unavailable.
- DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- PROVIDE detailed facilities data to the administrative office so that it can estimate temporary space reallocation needs and strategies.
- ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ARRANGE for ongoing status reports during the emergency to: a) estimate when the program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of services.

### **The following items are Administrative-level responsibilities:**

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for staff after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to student and their families after the disaster.

## C. GOVERNMENT ASSISTANCE AFTER A DISASTER

The following are recovery programs typically available after a disaster. Not all programs may be applicable to, or activated in response to, every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant.

- **LOCAL EMERGENCY PROCLAIMED REQUIRED** - CHECK WITH LOCAL OFFICIALS TO SEEK PROCLAMATION.
- **PRESIDENTIAL MAJOR DISASTER DECLARATION REQUIRED**  
**Robert T. Stafford Disaster Relief and Emergency Assistance Act** (Public Law 93-288) –Under PL 93-288, the President is authorized to:
  - Directs Federal agencies to provide assistance essential to meeting immediate threats to life and property resulting from a major disaster including search and rescue, emergency medical care, emergency mass care, debris removal, demolition of unsafe structures which endanger the public, and provision of temporary facilities.
  - Direct any Federal agency to provide resources (personnel, equipment, supplies, facilities, and managerial, technical, and advisory services) in support of state and local assistance efforts;
  - Assist state and local governments in the distribution of medicine, food, and other consumable supplies, and emergency assistance;
  - Contribute up to 75 percent of the cost of hazard mitigation measures which substantially reduce the risk of future damage, hardship, loss, or suffering in any area affected by a major disaster;
  - Make grants to states, upon their request, for the development of plans and programs for disaster preparedness and prevention. Specific amounts and percentages vary with disaster and are negotiated between the federal and state governments at the time of the disaster.
  - Provide temporary public transportation service in an area affected by a major disaster to meet emergency needs and to provide transportation to governmental offices, schools, major employment centers, and other places to enable the community to resume its activities as soon possible.
  - Ensure that all appropriate Federal agencies are prepared to issue warnings of disasters to state and local officials.

PL 93-288 constitutes the statutory authority for most Federal disaster response activities especially as they pertain to the Federal Emergency Management Agency (FEMA). FEMA manages federal response and recovery efforts following any national incident. FEMA provides grants to states and local governments to implement long-term hazard mitigation measures after a major disaster declaration, provides assistance to alleviate suffering and hardship resulting from major disasters or emergencies declared by the President and works with state and local emergency. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program. FEMA became part of the U.S. Department of Homeland Security on March 1, 2003.

## **CONTINUING CARE FOR THE ORGANIZATION AND REBUILDING THE FACILITY**

The ending of an emergency event does not end the impact of an event on individuals, families, and the organization. An emergency takes a subtler and long-lasting toll on people. The organization's most important role at this time is to "frame the event" within the organization.

Recognizing the effect of an emergency on the organization is a first step in the recovery process. Remembering the anniversary of the event are ways to bring about a sense of comfort for the organization.

For the long-term, it is important to educate the organization about mental health resources for persons who would benefit from professional services. A list of professionals compiled in the preparedness phase will facilitate referral and individual recovery.

Depending on the emergency event, there is assessment of damage, clean-up and rebuilding. The careful planning that has occurred prior to the emergency event will facilitate an orderly process for this phase of an emergency.

## **EVALUATION**

The last step for the Emergency Preparedness Committee is to complete a systematic evaluation of the effectiveness of the emergency preparedness plan, both the good and the bad.

### **FEMA recommends considering the following issues in the evaluation:**

- Emergency management process.
- Delegated authorities.
- Impact of the emergency on the members and the facility.
- Effectiveness of the communication plan and necessary changes.
- Ability of the organizational staff and members to carry out their respective functions and possible need for different or more training.
- Adequacy of supplies and equipment and acquisition of different or additional equipment.
- Planning for improvement of facility safety features.
- Adequacy of cooperation with outside resources.

In emergency preparedness, the organization's plan is revised, communicated, practiced, and the cycle continues.

*Tool: Facility Damage Survey-See Appendix*



*Tool: Decision-Making Tool for Opening and Closing the Facility-See Appendix*



# APPENDIX



## Tool: Protocol for Notification of the Chancellor's Office



MINNESOTA STATE

### Protocol for Notification of the Chancellor's Office

The system office has resources that are available to assist campuses when incidents occur or issues arise. Many campus leaders have established effective relationships with system office subject matters experts and appropriately call upon these experts when issues arise. This particular protocol should not disrupt those communications; rather, it is designed to ensure that the *system leadership* is aware of potentially high-impact incidents or issues so it can offer support and advice, when appropriate.

#### When to share information? Examples would include:

- Active or threatened violence or act of terrorism
- Missing student
- Student death on or nearby campus
- Financial or other serious impropriety by an administrator
- Racist speech or conduct on campus or involving students
- Significant student protest
- Significant data breach
- Significant media (and/or social media) attention to any serious matter
- Campus on lock-down or campus closure
- Significant damage to campus facilities/property impacting operations
- Unscheduled visits from state or federal regulators

Once notified of an incident or situation, the system office response team members coordinate with system office subject matter experts in their areas and others throughout the system office, provide advice and support to the president and campus leaders as needed.

#### What information should be provided?

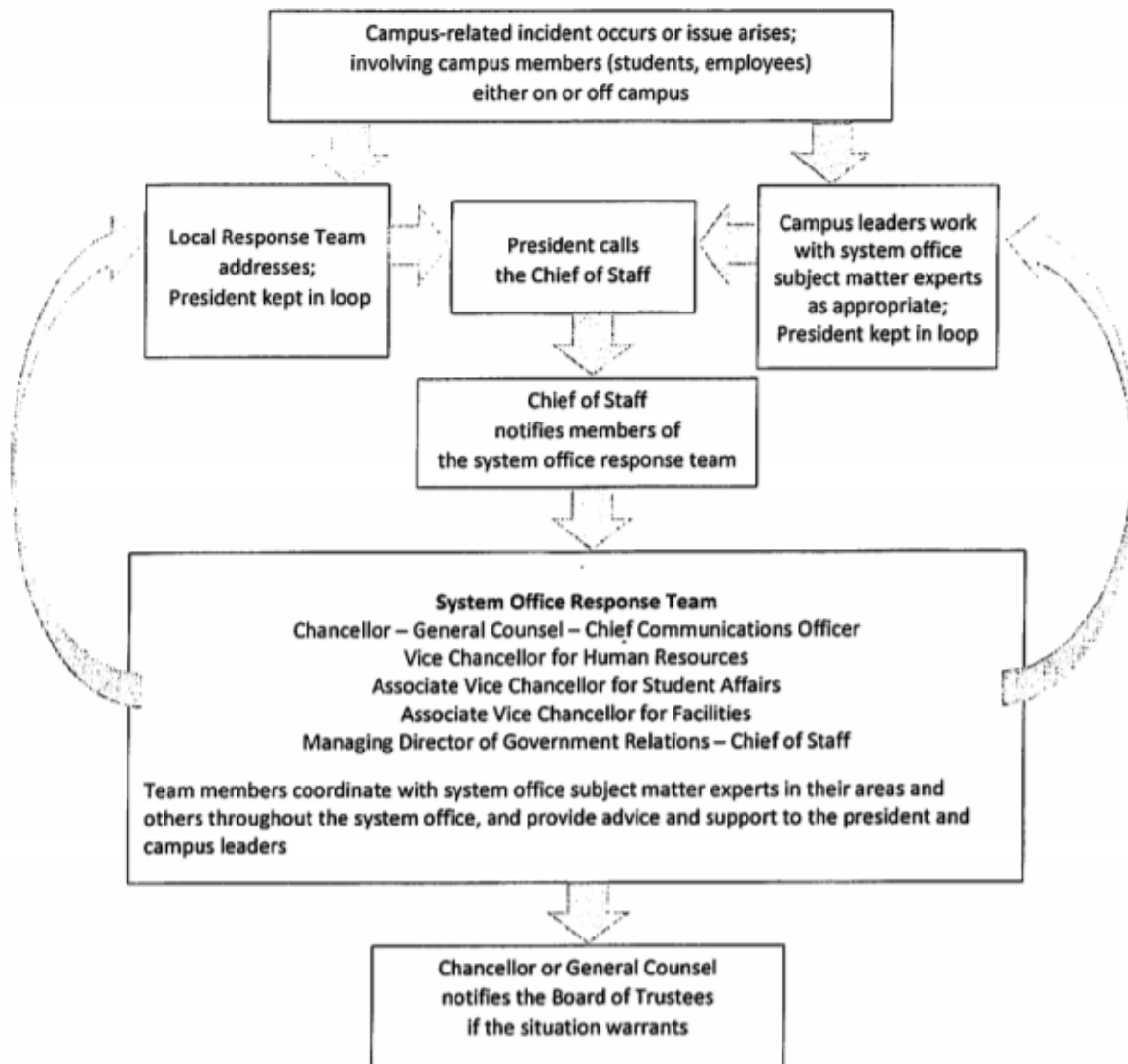
Campus leaders should share the following information to the appropriate system office subject matter expert. The president should share this information with the chief of staff, who will in turn share it with members of the system office response team.

1. What happened? What is known at the present time?
2. When did this occur? What is the status of the matter (has it been resolved or alleviated?)
3. Is student or employee health at risk?
4. Was anyone injured? Who are they and what is the extent of the injuries?
5. What authorities have been notified?
6. Who is involved and what is/are their roles?
7. Existence of media attention.

October 10, 2016

## Protocol for Notification of the Chancellor's Office Quick Reference

The system office has resources that are available to assist campuses when incidents occur or issues arise. Many campus leaders have established effective relationships with system office subject matters experts and appropriately call upon these experts when issues arise. This particular protocol should not disrupt those communications; rather, it is designed to ensure that the system leadership is aware of potentially high-impact incidents or issues so it can offer support and advice, when appropriate.







## Tool: Decision-Making Tool for Opening and Closing the Facility

For each item, indicate if it may require the facility to close, or if it allows the facility to remain open. This tool is not meant to generate a score. Rather, it is intended to assist your team in considering the full range of factors in making a decision to close or open the facility for normal operations, and the level of operations the organization could support.

Decision-Making Tool for Opening or Closing your Facility	Impact on Organization Operational Capability	
	OPEN	CLOSE
<b>FACILITY</b>		
Permanent/Immediate loss of facility		
Loss of building for one day		
Loss of facility for one hour or less		
Loss of offices (but other areas OK)		
Loss of maintenance, building, and/or grounds staff		
<b>UTILITIES</b>		
Loss of phones (landline and cellular)		
Loss of computer access for more than one day		
Loss of building heating/cooling for more than one day		
Loss of utilities/power		
<b>STAFF</b>		
Loss of facility staff or management		
Loss of volunteers		
Surge of injured or ill		
<b>ENVIRONMENTAL CONCERNS</b>		
Street flooding cuts off access to facility		
General flooding in the community		
Tornado damages roadways		
Hazardous chemical release near facility		
Loss of facility budget – financial constraints		
Fires in the neighborhood/community		
Transportation accident requires evacuation		
<b>INTERNAL/EXTERNAL VIOLENCE OR THREAT</b>		
Terrorism threat/bomb threat		
Workplace violence		
Civil disorder nearby		
Security intrusion		
<b>GOVERNMENT ACTIONS</b>		
Disaster declared in your area by city or county		
Governor proclaims a State of Emergency in your area		
<b>NEED FOR ORGANIZATION RESPONSE</b>		
County or city requests organization to remain open		
Community student/Clients request organization remain open		
Mass casualties nearby		
Surge of injured or ill		



## Tool: Emergency Generators

In an emergency, electrical power is often interrupted. Generators are expensive, require space, and ongoing maintenance; but under emergency conditions, they might make the difference in being able to serve student. The following steps will prepare you to make an informed decision.

### Should You Purchase or Rent a Generator or Do You Even Need One?

Most facilities conduct a cost-benefit analysis to determine whether or not they need a generator. Some multi-story buildings that have elevators are required by building codes to have a generator that will provide power to at least one elevator. Generators may also be rented, although it is unlikely that during a crisis, one would be able to be obtained.

### Determine How Much Power You Need

- Determine power distribution: What is on separate breakers?
- Whole facility or just critical loads: Determine if you need to power your whole facility or just critical loads and determine the aggregate electrical load. Consult a qualified electrician to perform an ammeter reading of your electrical distribution box when your facility is running at peak load. Your utility bill may provide peak electrical usage.
- Power for critical loads: Prioritize individual loads (lights, a/c, machines, etc.). Decide which require power immediately during an emergency. If you have a separate distribution box to feed critical loads, you may only need enough temporary power for the loads served by that set of circuit breakers. Another method is to take an ammeter reading with just the critical loads running. To determine amperage or voltage for a piece of equipment, check the nameplate.

### Develop a Generator Plan

- Generator Location: Generators range in size from the petite to the gigantic! Once you know how much power you need, be sure you have the space to accommodate the generator. You might need to get two smaller ones rather than a large one. It is helpful if the dealer comes to your facility to do an inspection. They can often provide tips and ideas on location, installation and other important concerns. Also check with the local building permit department and air quality board to determine if there are any regulations that govern generator use. Lastly, check with your neighbors. A loud, smoking diesel generator could be a problem to a neighbor.
- Getting the Generator to your Location: Most are towed on semi-trailers or pull trailers. Others are skid mounted and require a forklift. If you are picking up your own generator, make sure you have the right size truck or get a contract with a trucking firm for delivery.
- Getting the Cable Routed from the Generator Outside your Building to the Electrical Distribution Boxes Inside: An open door or window will work but not in extreme weather. Consider installing a weather head or cable access door that can be closed when not in use.
- Adequate Fuel: You must have extra fuel if you need to run for an extended period of time. Ideally, have enough fuel for three days or more. An auxiliary tank of fuel is important. If you are in a very cold climate, you will need special winter fuel. Always have at least two vendors on contract in case one runs out or has difficulty delivering to your area.
- Hooking Up and Maintaining the Generator: If you don't have trained people on site, you will need an electrical contractor, or have someone train and certify your staff. A survey of your facility and your electrical needs by a licensed electrician is essential. You may need to consider an exterior outlet on your building to be able to connect a generator.
- Automatic Bus Transfer Switch (ABT): The ABT switch has power coming into the switch from the normal power source and from the emergency power source. The wires leading to the building are usually connected to the normal power source. In the event the normal power is

lost, the ABT immediately transfers the building to the emergency power source. When normal power is restored, the ABT shifts the building back to normal power. The switch that automatically starts the emergency generator is often built into the ABT. This switch automatically starts the emergency generator when normal power is lost and shuts down the generator when normal power is restored.

- Document the Plan: Write the generator plan documenting the entire process from obtaining the equipment, installation and maintenance.

#### **Generators—How to Determine the Size You Need**

- Contact a qualified electrician or electrical engineer to determine actual load, and then determine the critical and secondary loads. As an example, the following questions and methods can be used to determine your needs.
- If you have the electrical line diagrams, you can add the circuits together that you intend to power from the generator.
  - Do you have an existing transfer switch that is rated to accommodate the capacity size of the generator?
  - Do you want to provide a full or partial backup of current building?
  - Is the business growing? Shrinking?
  - Do you want full load on generator or partial load?

The electrician must determine the amount of current you need and at what voltage. Then a generator company can tell you the size. If you base it on current load, you will get a minimum size to support those needs. Your other needs will determine the cost to increase your capacity. The installation cost is basically the same in size ranges.



## Tool: Insurance Coverage

This form can help facilitate an understanding among your organization and with your insurance agent of what insurance your non-profit has and consideration of insurance your group may want to acquire. This form was modified from the *Open for Business Worksheet by the Institute for Business and Home Safety*.

Insurance Agent: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

Email: \_\_\_\_\_

### Insurance Policy Information

Type of Insurance	Policy Number	Deductibles	Policy Limits	Coverage (General Description)

Do you need Flood Insurance? ☐ Yes ☐ No

Do you need business income and extra expense insurance? ☐ Yes ☐ No

Is your Organization covered for loss of income in the event of an interruption? ☐ Yes ☐ No

Does your insurance cover the cost of temporary rental of another facility in the event your facility is severely damaged or destroyed? ☐ Yes ☐ No

What perils or causes of loss does your insurance cover?

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Other disaster-related insurance questions.

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## Tool: Facility Damage Survey

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Organization: \_\_\_\_\_

Contact Person & Phone: \_\_\_\_\_

Facility Address: \_\_\_\_\_

BUILDING/ITEM	DESCRIPTION OF DAMAGE	DMG	DEST	URG	INFO
Building structure – Outside (walls/doors/glass)					
Building structure – Inside (ceiling/doors, blocked routes)					
Natural Gas System					
Stored Water					
Heating (gas/elec.)					
Venting					
Air Conditioning					
Stairwells					
Fire Alarm System					
Emergency Call System					
Emergency Lighting					
Security System					

BUILDING/ITEM	DESCRIPTION OF DAMAGE	DMG	DEST	URG	INFO
Telephone System					
Fire Sprinkler System					
Emergency Paging System					
Refrigerators/ Freezers					
Other:					

**Key:**

**DMG = Damaged:** Property is damaged

**DEST = Destroyed:** Property is destroyed

**URG = Urgent:** URGENT attention is required at location

**INFO = Information Purposes Only:** Does not require action or future assessment

## Acronyms

ABT – Automatic Bus Transfer switch (generator terminology)  
AED – Automated External Defibrillator  
CDC – Center for Disease Control and Prevention  
CEOC – Corporate Emergency Operations Center  
CPR – Cardiopulmonary Resuscitation  
EAS – Emergency Alert System  
EMP – Emergency Management Plan  
EMS – Emergency Medical Services  
EOC – Emergency Operations Center  
FEMA – Federal Emergency Management Agency  
HAN – Health Alert Network (Minnesota)  
IC – Incident Commander  
ICP – Incident Command Post  
ICS – Incident Command System  
JIC – Joint Information Center  
MDH – Minnesota Department of Health  
NIMS – National Incident Management System  
PIO – Public Information Officer