

Transcript of Critical Incident Planning and Preparedness for Afterschool Programs

Don Smith: Hello and welcome to today's program, which is Critical Incident Planning and Preparedness for Afterschool Programs. This program is presented by the Pennsylvania Department of Education and the 21st Century Community Learning Centers. We're going to talk today about preparing your afterschool program for critical incidents that may arise where you have the need to take protecting action. My name is Don Smith. I'm with the Center for Safe Schools, where my function is an emergency planning and response coordinator at the center.

We're going to have several objectives as we go through the program today. First is identify critical incident situations. We want you to be able to list the various stages of a critical incident. The program today will be tracking through each one of those stages. Then lastly, we'd like you to describe why situational awareness is an important and essential element in incident response.

Let's talk about defining a critical incident. A critical incident is any event that may cause or has already caused an injury, disruption to your programming, property or environmental damage or loss, or a threat to your program situations. Each and every incident is different. Many incidents will involve the need for outside response agencies. Some of those will not involve response agencies. If you do have a critical incident, you need to look at who the emergency responders will be in your community, and one thing that's very important that has been stressed throughout the whole process with the 21st Century Community Learning Centers is the fact that [inaudible 00:01:42] collaboration with the responders is an important part of the planning and preparing for a critical incident.

You also need to look at special communications mechanisms. What if the phone system is down? Will you be able to use cell phones to communicate with your responders? Will you need to use other avenues of communications with responders? We're going to talk a little bit today about the communications aspect as we go through the program.

Let's give some examples of a true critical incident. Anything that involves a fatality or a near fatality incident. Obviously very much in the news are school attacks and school shootings as they occur, but it can also involved a murder or suicide that occurs to one of your staff members or one of your students off-campus. The pending or developing pandemic situation. We know over the last decade, we've prepared for some pandemic situations. Some have been worse than others, but certainly pandemic can be a critical incident for your facility, if one in three of your staff members is out sick. The obvious ones are fire, explosion, and bomb threats, certainly present to be critical incidents for your afterschool program.

We've also listed what's called the CBRNE events. That is the acronym used by emergency planners to assess chemical, biological, radiological, nuclear, and explosive devices. Certainly, that involves a realm of terrorism in most of those events. Although

the afterschool programs are not major targets for those, your school and afterschool program locations may be located near high-value targets and may be direct or collateral damage in a terroristic type event.

Some other examples of critical incidents involve threats of violence, where someone is making an active threat against one of your people that works for you, one of your students, or against your program as a whole. It can also involve storms and natural disasters. Very important is for our preparation for earthquakes, ground shaking. We look at tornadoes, we look at flooding as some of those natural disasters.

Arrest of a staff member. Arrest of a key parent volunteer could certainly be a critical incident for your afterschool program, and it's important that we address how we're going to handle those situations. Interruption to utilities, whether it be electric, water, sewer, gas services, and any interruption to your information systems and technology. We know we're all very dependent upon the internet. A lot of reporting programs, or email back and forth to home offices or home agencies, all very dependent upon the internet. All of those could be examples of critical incidents that might present themselves to your afterschool program.

One of the things we don't want to forget is, we don't want to forget that every school and every afterschool program, business, industry alike, should be preparing for all hazards. Too often, we prepare for the last event, whether it be a shooting event, whether it be a stabbing event, whether it be an explosive event, and we only concentrate on the last event. This is just a little reminder to prepare for those natural, technological, and human-made incidents together, because being prepared for all hazards certainly is better than preparing for just two or three key emergencies that might occur.

What is an emergency critical incident? We're going to break critical incidents down a little bit further, into emergency and non-emergency, because some of these very much have immediate decision-making that must occur. Some of those can take a little bit more time.

Let's look at the emergency critical incident. It has the possibility of an immediate or an imminent threat. It can be an actual occurring event. It can be physical and emotional distress rather than property damage, injury, or death, and it is anytime that you have an experience that is outside the normal range of experiences. I, as an emergency responder over the last 40 years have seen, heard, and been on scene with a lot of very tragic events, and what is critical to me probably is a different standard than what is critical to most afterschool programming people. Certainly anytime your staff or your students have been exposed to something outside of the normal range, and it has occurred very quickly, that could be an emergency critical event that needs handled.

Non-emergency critical events. This involves a possibility of a threat, whether it be physical or emotional to your school. It is not imminent. It is not occurring at that time. This could be where you have information that a staff member may be pending an arrest. Certainly an arrest is a critical situation for your school, but it does not involve an immediate threat of physical or emotional damage to your school overall. It might involve some bad press and some bad public relations, but overall that will typically be more of a

non-emergency critical event. And again, things that are outside of the normal range of experience for your staff and your students. Many schools, many afterschool programs have been involved in events such as flooding that have become rather common, and many of the schools no longer consider the rise of a creek on a bus route to be a critical event, because they've handled it a dozen times over the last 10 years.

We also want to look a little bit today at planning assumptions. Those of you that attended the other webinar on evacuation decision-making, we've talked a little bit about that. We always need to understand whatever decisions we make involving potential liability. That's why we want to make good decisions during an emergency that would be rising to the level that a reasonable, prudent individual would make, given the same set of circumstances. We also want to keep in mind that for planning purposes, over-evacuating a facility multiple times could be as detrimental to the program as under-evacuating. When you should be taking students out, you decide to keep them in.

We want to talk a little bit about public opinion. Public opinion will never be 100% unanimous behind decisions that schools and afterschool programs make, but we really need to make a decision that's going to be a good decision with the best interests of the students and children in mind. If we can legitimately say, before the public, before the press, after every decision, "This decision was made in the best interests of the children, given the facts available at the time of the decision," public opinion will, for the majority, be in favor of the school people.

Some of the approaches to planning assumptions that afterschool programs want to take is, first off, identifying document decision drivers. These are the tipping points or the decision points where you're going to make a decision. One of the most common ones is a heat or cold situation. If we have extremely cold situation, we're going to decide maybe not to take the children outside during that certain situation, but do a partial evacuation and move them to a safe part of the building.

Manage your decision-making. Once you've made a decision, go with that decision and manage that decision. Wishy washy or back and forth decisions are never good. They always garner bad press and bad public relations.

Think about devising algorithms or flow charts to assist you in decision making. These algorithms and flow charts should not replace your decision making capability, but it is a pre-plan guide to helping you in making decisions. Certainly we don't want to eliminate the human element from decision making and just use an algorithm or flow chart.

Fourthly, revisit your communications, and strategies, and tools. Do you have all of the tools necessary to communicate effectively during an emergency, and immediately after the emergency, with your staff, with your emergency responders, and with your parents? Certainly communications is always a weak avenue in things that we do with school emergency response.

Looking at the photographs on the screen in front of you, we've kind of come a long way in the last 50 years in things that we talk about. In the 1960s, the threat of a nuclear attack from Russia was certainly on the forefront of many schools' minds, and some of you are probably at an age when you remember the duck and cover drills, where you got

under your desk in case of a nuclear attack. We then progressed into the late 70s through the end of the Cold War in the 80s, and we started to concentrate less on nuclear attacks, and more on fire safety.

We have done a very good job over the last 40 to 50 years of promoting fire safety in our schools. Unfortunately, over the last 20 years now, the typical fire drill is no longer all that we need to do in school or afterschool programs. We now need to consider the fact that there could be an active shooter or an active attack on our school situations. Schools and afterschool programs are being tasked with more potential threats against their students and staff than we were even just 20 years ago, let alone going back 40 or 50 years for the Cold War.

The gentleman you see in front of you is Vince Lombardi, a very famed early NFL football coach. Lombardi is credited with talking about looking forward by looking back. Looking at what we've done in the past, what can we do better to improve upon that? What did we do that really worked well, that we want to make sure we continue to do? Lombardi was all about back to basics, and as legend has it, he started each spring football camp with professional football players by holding up a football and saying, "Gentlemen, this is a football." He wanted to start every year with handling the basics.

As we talk about preparing for critical incidents, if you're handling the basic flow, the all hazards planning, and we'll talk in a few slides down the road about the five essential protective actions schools need to take. If you concentrate on those five protective actions, almost every event uses one of that "Stay Alive Five" protective actions as a response mode.

Let's look at the stages of critical incident. We talked as we introduced them and had the objectives today that stages of critical incident was the way we're going to walk you through this program today. The five stages we've identified for purposes of critical incident management in this program are pre-incident activities. We're going to talk about the immediate survival need. The first 30 seconds of an emergency are critical for students and staff to know what to do. We're going to talk about the immediate actions that take place after the initial need to survive occurs. Then we'll talk about what occurs after the first initial actions, into those first four to eight hours of a large scale emergency, and then we will also discuss ongoing management of the emergency.

Alexander Graham Bell is noted for making the statement, "Before anything else, preparation is the key to success." It's very important as you look at your afterschool program that you do as much pre-planning for potential incidents as possible. With that, we will lead into stage one activities, which are those activities that occur prior to an incident. We want to keep in mind that once an incident occurs, it is too late to go back, and plan, and prepare.

I use the acronym PPTX. Many of you are familiar with that as the file extension for a PowerPoint program, but we use that to talk about the things that occur pre-incident in a school or afterschool facility. What needs to be happening with your program to prepare for a critical incident?

First off is plan. Hopefully by now, all of you listening have looked at either the PD website, the 21st Century Community Learning Center website, and have been able to download the emergency operations planning template for afterschool programs. That is an excellent place to start planning for your emergencies that could occur to your programs.

Secondly is prepare. Prepare involves gathering supplies, gathering equipment, but more importantly, it talks about preparing your students and your staff for the emergency. Practicing your intruder drills, practicing your fire drills, practicing reverse evacuation, practicing severe weather threats. Those are all things that occur prior to the incident.

With that comes training. That could involve basic first aid training for some staff members, that could involve fire extinguisher training. There's a host of things that can be occurring during the training part pre-incident.

Finally, but certainly probably one of the most important parts is exercising. Exercising your plan. Drills, tabletop exercises, functional exercises, or maybe a full-scale exercise with your emergency responders. We've gotta practice in order to really be ready for events.

Part of planning and preparing is to really assess your facility. These are four examples of some things that we have found as we go out and do school safety assessments across Pennsylvania, and indeed a couple other states. On the top left is a photograph of an oxygen cylinder. It's on a very, very lightweight luggage cart, tied on with just a small elastic strap, being bumped by a door, beside a yellow, flammable compartment. That probably does not exist in your afterschool program, with flammable compartments and oxygen cylinders, but is that occurring somewhere else in your building? Are we being haphazard with some of the chemicals we do have in our building?

Top right. That's actually a school with a fire door with a broom through it, as a practical joke to another staff member. I would submit to you today that those are the type of things that we don't want to have happening in your afterschool programs. Practical jokes for the sake of safety are very, very risk-taking behaviors.

The bottom left photograph is a fire door. This is an emergency closing fire door. It's a steel door designed to control and hold fire in one part of a building from spreading to another part of the building. It actually has, up top, an automatic door closer, which is out of the field of view, but someone has taken wire and actually wired in the open position a fire door that is designed to automatically close during a fire situation. Again, this seems relatively mild as you walk down a hall, to see a door propped open, but we should never be propping fire doors open for extended periods of time or permanently.

Lastly, in the bottom right column, and hopefully we don't find this in any of your afterschool programs, it's a fire alarm where a teacher thought the alarm when it sounded was too loud, and they put multiple layers of black duct tape over the speaker. Anytime staff disables a piece of emergency equipment, an emergency alarm or notification system, it should be called to someone's attention immediately and corrected. These can actually be criminal offenses depending on what the staff member

does to disable an alarm system, and we certainly don't want to have that type of liability in our afterschool programs.

Look at your plan. Look at your program plan. Compare it to your fire, your EMS, your police plans. Compare it to your municipality and county plans. That's something that your responders can do for you. We don't want to have your afterschool program evacuating to the flagpole at the parking lot when the fire equipment is planning on coming in and staging their fire equipment in that same parking area. It's really important for the afterschool program directors or lead teachers, who's ever in charge of your site, to reach out and talk with particularly your police and fire responders. Once you've completed your plan, ask them to sit down with you, review the plan, give you suggestions on how you can improve that plan.

While not every local fire department and police department has that capacity, every one of the 67 counties in Pennsylvania does have that capacity, so if you're unable to have a plan reviewed by your local responders, feel free to reach out to your county emergency management agencies and ask them to work with you on reviewing that plan.

Part of planning is preparing the actual plan, and we know we have to have a written plan. Pennsylvania Department of Education has indicated that all afterschool programs through 21st Century Learning Communities should have, must have a emergency plan. The plan itself does not do anything to really help you if you don't follow through on practicing those plans. In Senate testimony last year, one of the things that I told the Senate was, "People preparedness is emergency preparedness. We do not truly have emergency preparedness until all of our people, our staff, our students, are trained and prepared to the proper age-appropriate level to respond to emergencies. It's very important that you look at not just a written plan, but preparing your staff to respond to a critical incident by training them and exercising on your plan.

We want to look at preparing based upon the four phases of emergency management. These are important, that you understand that there are indeed four phases to emergency management. The first is prevention or mitigation. What are we doing to prevent an incident from occurring, and what are we doing to lessen the potential injury or death from those incidents? It's important that in your plan, you talk about things you're doing preventing emergencies. That could be a fire alarm system. It could be smoke detectors. There's a lot of prevention and mitigation issues we do.

Preparedness. In that part, we're going to talk about how we're training our staff, to what level we're training them, and anything we're doing to stockpile first aid kits, go kits, other supplies to be used in emergency comes under preparedness.

Response is probably the phase that we concentrate on most often in the emergency management, because it's what we want to do when an incident happens. It's important, in your plan, to delineate your response actions, and have a protocol that when certain events happen, these are the protective actions or responses we will take.

Lastly is recovery. I really hate to have that as last, because really this is truly a cycle, as it continues through from one situation to another. But recovery is important. This is where we're getting back our facility, not just physically back in the shape that you

reoccupied after, say, a fire or a water line leak, but it is also mentally restoring our students and our staff to the new normal. They may never return completely to where they were prior to the emergency. There may be some residual effects of the emergency, some additional awareness or caution on their part, but we want to get staff back and students back to functional stage that we call "the new normal," where they're able to perform their duties as a staff member, they're able to be a student in your program without having residual effects.

Let's talk a little bit about some of the actions your program may take to plan and prepare for an event. After major events, such as the Sandy Hook shooting, such as the Murrysville stabbing that occurred in April of 2014, districts, afterschool programs, business industry, public buildings, government buildings are looking at ways to protect their staff. Whatever we do, we need to look at that from a sustainability aspect. One of the important things we look at is, if we enact a certain security measure, or we enact a certain process, are we able to continue to sustain that not only from a logistical standpoint but from a financial standpoint? Immediately after the Sandy Hook shooting occurred in 2012, a lot of schools rushed to put armed security guards into their buildings. They started to look at the cost factor towards the end of 2013, and looking at budgets for the following year, they realized they were spending a lot of money on manpower that was going away every year. Look at that logistically. "Can we support it? Can we continue to have it there?" From a logistical standpoint, but also from a financial standpoint.

Many of those schools realize in retrospect that the money they were spending on one year's salary could have been put into technology that may have lasted five to 10 years. They could have taken that money that was used for one year of salary and put that into building improvement plans that would last for 15 and 20 years. Be very careful you don't rush out to do something immediately after an emergency without thinking through your ability to sustain the actions you take.

Training, we indicated, is very important. On the next two slides, we're going to talk a little bit about the training factors. Set a standard for your staff, and if that standard is set for all staff, then it needs to be across the board, all staff will comply. I did a training program several months ago for a private corporation, and they are caregivers in various communities throughout Pennsylvania and other states. They realized that they had trained to a very high level their immediate staff as caregivers, but they had never trained their office staff, clerical personnel, and administration in some of those same areas. They were actually confronted with a situation where office staff were the first to arrive at an emergency situation, and they made it a point in their organization to set basic standards for all employees, and within 30 days of entering that organization, those employees go through not only an orientation process for paperwork, payroll, and other things, but they spend the day going through basic first aid and fire extinguisher training to make sure they're prepared for emergencies. As part of that second day of training, they discuss with them the "Stay Alive Five" protective actions that we'll talk about in a little bit, to make sure all staff members know what to do in an emergency.

Schedule part of your procedures and all hazards plan. Schedules really need to be in there. "We're going to do a monthly fire drill. Every other month, we're going to do an intruder drill. During the opposite months of the intruder drill, we're going to look at a

severe weather drill." Whatever schedule you come up with needs to be part of your all hazards plan. Put that in your plan as part of your preparedness activities.

Look at your training. There are some basic things every staff members needs to know about. How to use the fire exits. How to pull the fire alarm. It's unbelievable, but in my experience over the last several years, I get out and do a lot of in-service programs with professional development of school staff, and when I talk about the red fire alarm pull station, teachers have an adverse reaction about pulling that fire alarm, and that's what they need to do in an emergency. If there's a fire situation, they need to pull the fire alarm, but we've taught our children since day one in kindergarten, "Don't touch that little red fire alarm pull station." We've continued to teach the students as they've grown up through high school, "Don't touch the fire alarm." Unfortunately, what that has done over the last 20 or 30 years is, we now have adults that are afraid to touch a fire alarm, when in fact it can be the most effective means of evacuating a school or an afterschool program during a fire.

Situational awareness. Being aware of your surroundings. Another big weakness in many school and afterschool programs is just ask your staff members where the closest fire extinguisher is. "Where's the closest fire alarm pull station? Where's the AED, automated external defibrillator, if your program site has one? How do you contact the police department?" Things as simple as, "What is the street address here at our program?" Every staff member that has a cell phone has the potential of calling 911 for help. Do all of your staff members actually know the street address where you're located?

And then look at good decision making. Good decision making based upon what we mentioned earlier. Have you made a decision that is a good decision, placing the welfare of students and staff first, and is it a decision that a normally reasonably prudent person would make, given the same set of facts? That's the standard that we would be held to in case of a lawsuit, and it's important that we make decisions based upon good facts, and we make those decisions based upon a reasonable person's standard.

Think about training with your responders. I know many of the afterschool programs have very limited hours of operation during the week, and it's tough for you to schedule training with your responders, but invite them out. Invite them to monitor a fire drill. Invite maybe the emergency management or police department to monitor your intruder drills, and gain from them pre-incident concurrence, where they're supporting what you're doing in your planning process. This cooperation between responders and schools or afterschool programs is extremely beneficial. Continue to have ongoing discussions with them. I talk to many schools, many private industry businesses, and I ask them, when was the last time they sat down and talked with the police department, the fire department, the EMS agency serving them? Many times, it's been years. Some of the most successful school programs are those that involve a once or twice a year meeting with all their emergency responders getting together and discussing trends, discussing new issues, confronting not only the responders, but also the school. The more you can reach out to your responders pre-incident, the better it will be when you have an actual critical incident.

I want to look at basic protective actions. I'm not going to spend a lot of time on these today. The evacuation decision making webinar that is also offered as part of this series talks a lot more about this, but look at these areas. Have you covered these protective actions as part of your afterschool emergency planning process? Now, we have highlighted the top right, "Active Shooter," "Lock Down," and "Restricted Movement." Prior to probably five years ago, we would lump these all together and just say, "It's a lock down." What schools, what industry, what private businesses and responders have found is we need to delineate.

In an active shooter or active attacker situation is where somebody is actually engaged in harming or attempting to harm our students or staff. In that case, we probably need to have some options available. Flight, or escape is certainly an option that we need to keep in mind, particularly for adult staff, but our staff needs to be reminded that they can only run as fast as their slowest student. That's a quote from Gregory Thomas, who's in charge of safety and security for the New York City Schools during the World Trade Center attacks. Greg is well-respected in the school safety community, and his point is well-taken. We can't have teachers fleeing a building, leaving behind young children to be sacrificed in an attack situation. If flight is an option, we need to remember to be able to take all of our children, including our special needs, the ones that are physically or mentally challenged, along with us.

Lock cover. Fortify. Those are all our typical intruder procedures. We're locking the door. We're covering windows. We're putting a desk in front of the door to prevent an attacker from coming in the rooms. Probably what will occur in the majority of cases, because of how quickly these events unfold. Flight might not be an option through the door. We may need to fortify the door. Eventually flight might be an option through a window, or an exterior door, if classrooms have them, but generally the lock down situation that was common 10, five years ago will still be enacted for the majority of our active attacker situations.

We also need to consider defend, or attack, or fight. If we have a person entering one of the afterschool program areas where children are present, and they have a weapon, they are actively engaged in attempting to hurt our children or our staff members, staff in particular should be trained to take countermeasures. Throw books. Use a desk to go after the attacker. Things like that can be very beneficial in stopping or slowing down an attacker. Lock down is more used nowadays for our intruders that are non-threatening. Maybe it's the unauthorized visitor that snuck by. It's things along those lines, where we're locking the students in the room, but we're not actively engaged in flight or defense moves, because there's not an active attack in the place.

Lastly is restricted movement. This is more used for medical emergencies, maybe an emotional support student that is acting out. We're going to restrict the movement. We're going to turn the bells off. We're not going to open the doors to parents until the situation's corrected. I would strongly urge all the afterschool programs that are participating in this webinar to look at this slide and say, "Have we adequately covered these protective action options in our emergency plan?"

I mentioned earlier the Stay Alive Five that's being used by schools, that's being used by some of the business and industry that our center works with. These are the five things

that we believe very strongly that every staff member needs to know without consulting a flip chart.

Evacuation. "If the problem is inside, how do I get outside using a primary or secondary evacuation route?" Reverse-evacuation. "I am outside with my students, and now the problem is outside. How do I get back in the building?" It could be a police event unfolding close to the campus. It could be severe weather. It could be a wild animal that approaches the campus. It could be a person that looks like they are mentally unstable, approaching your area, or acting out in some fashion. Those are all reasons we'd want to move our students from the outside location back into the building. Again, as with the evacuation, it's important to have a primary route back into the building and a secondary route back in the building.

Thirdly is shelter-in-place. What to do if there's a hazardous material spill outside of our school. How do we shut down the HVAC, close up the doors and windows? Severe weather procedures, both for tornadoes and ground shaking. Your staff should be able to act immediately. These are very, very quick events. In case of ground shaking, we need to take immediate action. With tornadoes, the lead time can only be sometimes two or three minutes. It's important for our staff to know their procedures. Lastly, the active shooter, intruder procedures that we talked about on the previous slide. Make sure your staff knows how to take actions to protect your students in your afterschool program in case of an active attack occurring.

Remember we talked about drills and exercises, preparing and training. Here's a quote from one of the professional hockey players, Eric Lindros. Eric's statement on the screen says, "It's not necessarily the amount of time you spend at practice that counts. It's what you put into the practice." Quality training. Quality drills. Quality exercises are much more important than quantity, and we certainly understand that the state has given us requirement or expectations of a monthly fire drill, but we can do 12 fire drills and not be very prepared if we don't take them seriously, if we don't put an effort into making sure the drills go right. Many years ago, I had a vocational director tell me that practice does not make perfect, but it's perfect practice that makes perfect. His point is well-taken. We want to prepare. We want to drill. We want to exercise the way we want to perform in the real event.

Let's use a simple comparison here. If I'm on a sports team, football team, field hockey team, would I be expected to just show up on the first game day, put on a uniform, and go out and play? Obviously the answer to that is no. We have weeks of practice ahead of sports seasons. Indeed, some of our sports are going year-round, where they're practicing. What about a band, or orchestra, or choir in our music program? Would we just say to all the students, "Hey, if you're interested in band, bring your instrument, and next Saturday night we're going to have a concert"? Or, "Hey, I'm interested in folks that are willing to be in a choir. Show up Tuesday night at 7:00. We're going to do a concert." Obviously the answer is no. Our bands, our orchestras, our choirs, they practice. They prepare. They are ready for the event.

Classroom teachers. Those of you in the afterschool program working with your students. You don't just give a final exam. You work with your students ahead of time. You give them instruction. You test them or assess them in small, individual units. You

ask them to do worksheets. You ask them to do projects. You ask them to do writings, and we are monitoring their ability to handle that subject prior to a mid-term or a final exam.

As educational institutions, we've said it's important for a sports team to practice. It's important for a musical organization to practice. It's important for classroom teachers to have practice with their students prior to the final exam. Therefore, should it not be just as important for our schools and our afterschool programs to practice before a critical event takes place? I would submit to you that very clearly, educational institutions, afterschool programs understand the value of practice in the educational component, and we should certainly understand the value of practicing ahead of time prior to a critical incident in a real-life event.

In stage two, we're going to talk about the immediate 30 seconds or up to five minutes of things that have to happen to provide for survival of our students and staff. Many are probably aware of Maslow's Hierarchy of Needs. That is the pyramid you see in front of you. We need to keep in mind that safety and security is one of our basic needs, and it's very important that we provide needs to our students and our staff members. Safety and security is a huge part of folks wanting to be in a safe location, and they probably pick your afterschool program in part because of some of the safety and security issues.

In an immediate critical situation, survival is the foremost of many people. We know that when we see large scale events that occur, such as the Boston Marathon bombing and other large scale news events, we see people do multiple different things because everyone reacts differently. Some run towards the emergency to help. Most are running away from the emergency in survival mode. As part of survival, there's a couple things that we want to stress to our staff members in the afterschool programs. First off is situational awareness, which was mentioned earlier. Be aware of your surroundings and what's going on. We really need to know our facilities inside and out. We really need to have staff members understand primary, secondary evacuation and reverse-evacuation practices. Where's the safety equipment? What if I am outside with students and a problem occurs in the building, it's not safe to return. Where is a safe area I can take my students to adjacent to or in the neighborhood?

Secondly, critical thinking skills. Too many educational employees want to be told what to do in every situation, because they don't want to make decisions on their own. Critical thinking with good decision making couples together to provide for survival, and you need to let your staff members know that in a critical situation, decisions they make, again, using that reasonable person standard, are very important, because you as a program director, you as a lead teacher, may not be able to give them direction. You may be so caught up in handling your immediate survival issues that the teachers may need to take their own actions.

Indeed, looking back at the World Trade Center attacks, one of the buildings, one of the school buildings closest to the actual attack site lost all communications with their district office. That building principal made a decision to evacuate her students away from the area. That was a situational awareness. She was aware of where the problem was. She was aware of a safe evacuation route she could take. She used critical thinking skills to look at the hazards, the vulnerabilities, the risks, and the benefits, and she made a

decision to evacuate her school without consulting anyone. That was a good decision on her part that was very much aware.

I want to go into a little bit more in-depth about understanding these particular areas that we talk about. Situational awareness I mentioned several times today. I've mentioned it in some of the other webinars we've presented for the afterschool programs. Being aware of your surroundings. Not just in your building, but outside and adjacent to your building. Understand the impact of the information. Situational awareness can change in an emergency, and it can sometimes change rapidly. This is what we call a dynamic situational awareness.

I will take an example of a shooter walking into a mall. The shooter walks in the east end of the mall and starts shooting, the people in the other end of the mall are probably safe at that point and could very easily flee that building. But if they hesitate and wait too long, and the shooter is moving through the mall, now they try to make a decision to evacuate, they may walk into the range of the shooter's fire. When we look at situational awareness, we need to understand the impact of information. How quickly have we gotten the information regarding the emergency? How reliable is it? What are the events and the actions that are taking place? Teachers, other staff members in your afterschool program need to practice situational awareness.

Decision making. Good decision making can be learned, but good decision making is based upon some risk assessment. Let's take the situation where there's a small trash can fire in your afterschool program. The fire extinguisher is located 50 feet away. The staff member's going to make a decision, "Should I just pull the door shut, pull the fire alarm, and let the fire burn? Or can I pull the fire alarm on my way to get the fire extinguisher, bring the fire extinguisher back, and be able to try to knock down or extinguish this fire?" Those are decisions that have to be made spontaneously at the time of the emergency, but they should be based upon risk assessment. "What is the risk to me if I go for the fire extinguisher and come back? How large will the fire get? Will I be able to control it?" Many times, we call this informed decision making, or making a decision based upon all of the available facts. Again, it may not be complete facts, but it's all the available facts available at that time.

Those of you that were with me for the evacuation decision making know that I've used this album, record album from years ago in prior presentations. It's very interesting that we've talked about empowering people in education, and too often we don't empower people the way we should. We've told staff members, "In case of fire, pull a fire alarm." But we've never really trained them how to do that. I'm amazed at how often I go out to people, and I carry a small, disconnected fire alarm with me on some programs, and I have adults that have been involved in education 10, 15, 25 years that don't know how to pull a fire alarm. We need to train our people. We need to empower them to pull the fire alarm in case of fire.

Likewise, with other emergencies, if we have adult staff members that recognize a danger, we should empower them to be able to alert the rest of the staff without seeking permission, and most commonly I'm talking about now active shooters and intruder situations. Any staff member should be able to call for a lockdown of your building without clearing it through an administrator, if indeed it is presenting imminent threat to

your facility. I know for many of you program managers out there, that's a huge paradigm shift, but if we're entrusting eight, 10, 15 students to an adult staff member, why should we not trust that same staff member to recognize a viable threat and activate the emergency procedures for our programs?

When we look at evacuation, which is probably the most common pre-incident planning we do, it's important to look at different avenues of that. What's the mechanism for alerting the people? What are the actions we expect our students and staff to take? What is the accountability factor? How do we know everybody has evacuated to go in safely? If we evacuate during rain, evacuate during cold weather, where are we going to shelter those people outside of the elements? Then lastly, support for recovery. If we have a real event, it's going to be traumatic to some of our people, and we're going to need to make sure we support them adequately.

As we move into stage three, we're now getting beyond that initial stage of survival, and we're talking about now the immediate action steps. We're moving beyond the first 30 seconds to maybe five minutes of the emergency, and we're looking at what we've done to protect our students and staff.

Generally, the protective actions we take, we have evacuation, we have lockdown or active shooter responses, we have shelter-in-place for the hazmats. We're pretty much doing a shelter-in-place when we have our drop, cover, and hold, with our weather or ground shaking issues. We know those pretty well. The one we don't talk about a lot is monitor and maintain. This is where an event that is non-imminent, but could be a critical event, comes to our attention. This might be a severe weather bulletin. This might be the fact that the police are serving a high-risk warrant search to watch from your campus. We're going to take steps to simply say, "Let's hold off right now on doing anything. We're going to monitor the situation and maintain the status quo, but we're going to be prepared to take protective actions very quickly."

Many times, those actions are position-based. We talk about position-based, we're usually directing that towards the afterschool program manager or lead teacher, but we also look at this beyond that scope, that any teacher, any staff member could at any time have to be in charge of the emergency. When we talk about position-based, we want to talk about recognition. Does the staff member in charge really, truly recognize the potential of the emergency situation?

Many, many years ago, I responded to an automobile crash that had a car into a utility pole with wires down. The fire company staged several poles away from the downed electric wires, which is their protocol to keep their personnel safe. It was a very hot, warm day, and while they were waiting for the utility company to show up to make sure the power was disconnected, several of the fire company members sat on a guardrail adjacent to their fire equipment. What they did not have the ability to recognize from the distance they staged was, the utility wire, the electric line that was down, actually fell down on one of the supports to that guardrail, and fortunately for them, the wires were not energized, but they failed to recognize a potential threat to them. We want to try to have our staff members looking at that big picture, recognizing threats.

Secondly, command. Who's in charge of your facility right now? Many times in schools, afterschool programs, the head person wants to be in charge even if they're not on-site. That is simply unrealistic in an emergency. In an emergency, somebody on-site has to be able to take command, control the response of your personnel coordinate with responders, and establish good communications with responders, other internal folks, and externally to parents as the need arises. Everyone in charge or potentially in charge in an emergency should be trained and prepared in position-based decision making.

Again, it's up to your program who's in charge, but everyone at your program site should know who is first in charge, second in charge, and third in charge if the first two people are not there. You have small numbers of staff. You don't have a lot of personnel to do a lot of things, but you need to have a chart of who's in charge of your program. Who notifies responders? Quite honestly, it's better to have two or three phone calls made for an emergency than have somebody forget to make the call, but certain people should be designated to make the 911 call. Line of succession. For whatever positions you develop, and we've talked about that, particularly for who's in charge, there needs to be a succession order behind those people.

Some additional things that need to happen with whoever's in charge of the emergency under command is, activate your plan. You're spending time and effort developing your afterschool emergency operations plan. Train your staff on it, but use it in the emergency. You should have certain things that you know how to do, and all of your leadership positions should know how to do certain things, but use that plan in the emergency to consult. Particularly beyond the first couple minutes, you're going to have some time at your command post, with your police representatives or fire representatives. If you have activated teams, you have a traffic control team, you have a medical team in your program, and again, I realize that many of the afterschool programs are very small, you don't have the ability to do those, but if you have first aid trained people, activate those people and use them as necessary.

Establish that command post. Fire, rescue, EMS, when they come in will establish a command post on site, and again, some of your pre-incident communications with them is, "Where are you going to set up a command post if something happens?" Because we want our school and afterschool program leaders to be at that command post to liaison with the police or fire leaders as they come in.

Next, we talk about establishing a log sheet. This is one of the very big weaknesses I see in a lot of the emergency responses from school, businesses, and industry. They fail to keep notes during the emergency. We have a cell phone in one hand, we have a radio in another hand. We're doing things, not keeping notes. Here's where if you have a clerical person assigned to your program, or you have an additional support person, have somebody with a clipboard tracking events as they occur. "At 4:00 PM, we were notified of the fact that there was a police chase in the vicinity of the school. At 4:05, all students were back inside of the building from the playground. We locked the building down." This is an extra burden upon the program leaders. I understand that, but if you have an event that occurs, a critical event, whether it's injury or death, we know the potential for a lawsuit is there. By keeping notes of who did what at what time, it helps you be able to prepare a report, it helps to refresh your memory in case you are called in for a deposition or a court trial.

Lastly, we talk about forming a unified command. That's a term that may not be familiar to some of you, if you've not taken the incident command classes. Those of you that have sat through the webinar on evacuation decision making, we talked a little bit about that program. Learn the incident command system. FEMA, Federal Emergency Management Agency, has courses on that, and try to take some of those programs and work with your local responders on those.

I like this quote. "If you do not control the situation, the situation will control you." It is very important early on that you establish good command, good control of your students and staff in the emergency. If you don't have command, if you don't have control, it becomes very, very difficult to manage an emergency scene.

What does control involve? Control involves accountability. "Are all my staff members accounted for? Are all of my students accounted for?" Limiting access to the students and staff. Putting them in the safe area. Establish some security. That could be a simple matter of removing them from inside the building, out to a playground area, and we're putting them inside the fence of the ball field so that people can not get to them.

Activate the emergency operations center. If you are part of a larger organization, if you're a school district-based program, if you're a program that has multiple sites and has an oversight agency or organization, they may have an emergency operations center. Making a notification back to your district or back to your lead organization is very important because they can provide support to your program site in a critical incident from their emergency operations center.

Lastly with control is public information. We don't want to restrict information to the press, but we want to control the information that goes out. We're going to provide timely and accurate information to the press, and accurate is much more important than quick. Same way with parent notifications. Whether it's through telephone trees, whether it's through automated dialers, or text messaging, we want to provide accurate and timely information, but accurate is always more important than quick.

Coordination. In a major emergency, you're going to have coordination issues. You're going to need to coordinate both with your staff internally on-site, and possibly, if you have multiple sites or oversight agencies, folks outside of your site. You're going to need to also communicate with parents. At some point, you're going to need to communicate with the media. You're going to need to communicate with responders. Coordination, internal, external, and communications, internal, external. Very important parts of understanding how an emergency works, and if you are not familiar with how to talk to your responders during an emergency, talk to them ahead of time. Find out what to do. Get cell numbers of key personnel. Get dispatch numbers. Get office numbers.

Make sure your parents are updating their emergency contact information, and I know many of you probably just shuddered when I made that statement because it is so difficult sometimes to get parents to do that. But let your parents know, "In case of an emergency, if you don't have the current phone numbers of where you're working, you don't have the new cell phone on file with us, we won't be able to get ahold of you." I guarantee you that if you have a major emergency, the parent that will yell the loudest about not being notified is probably the one that hasn't given you the updated contact

information. But the more we do to remind them and pester them to a certain point to get that information, the better it will be when the emergency happens.

Look at your communications formats, of how you're going to talk to your parents when something happens. We know that when a major emergency happens on a school or afterschool setting, parents will come. There's just no keeping them back. They're going to come. They may not be able to get immediately on your site, based upon site security, but they're going to want to come close to that area. Look at the ability to use the internet. Look at the ability to use telephone trees, automated calling systems, email alerts, text alerts. Social media is certainly a big one. Does your afterschool program have a Facebook page? Does your afterschool program use a Twitter account? Looking at all of those things that particularly our younger parents are doing more of, they are much more likely to be checking their smartphone, looking for an email, or looking for an update to a webpage than they are sitting at home waiting for a phone call.

Be clear in your communications with parents. This quote from Alan Greenspan, or at least has been attributed to Alan Greenspan. "I know you think you understand what you thought I said, but I'm not sure you realize that what you heard is not what I meant." If you can find a more convoluted quote, please let me know about that, but it's very important to understand, is sometimes in the haste of putting the message out, we do say things that we didn't really want to say. I'll go back to my prior point that we need to provide timely and accurate information to parents, but accuracy is more important than the timely function.

Look at your communication systems internally. "Are they good? Do we have a public address system? Can we use a PA system? Does it fail if the power goes out? What's our backup? Do we have radios? Maybe we're using the small Motorola Talkabouts or some other brand of over the counter radios. Are we using those on a daily basis, or are we saving those just for the emergency?" If we don't use these systems regularly, and we're saving them for emergencies, then we need to make sure we test them periodically. In most schools, the PA system is used multiple times throughout a day, so there's no need to schedule a regular test for the PA system. Radios are typically used daily for playground and recess duty. There's probably not a need to test those. Same way with our telephones, but we may have certain procedures, certain devices we don't use regularly. Those are things we're going to want to test. When electronics communication fails, and we have students and staff throughout a building with classes and activities going on, the backup is runners. "Who can I use personnel-wise to take a message to individual or all classrooms?"

I want to touch very briefly upon parent-child reunification, because it is so, so very important anytime an emergency happens any location where children are involved, and it can be schools, it can be day camps, it can be summer camp programs, it can be your afterschool program. We want to have a controlled and coordinated parent-child reunification, and for those of you that have attended the webinar on parent-child reunification, we talked about this rather in-depth. We used a fast food analogy. It's not McDonald's. At McDonald's, you walk up and you pick the counter you want to go to. We don't want our parents just trying to shuffle their way in to get the quickest line. We want to follow more of a Wendy's philosophy, where you go to a single order counter, you

slide down the line, and you go to the pickup counter. That's the process we want parents to follow.

Why do we not use the Burger King philosophy? Well, Burger King's philosophy is great for customer service. You have it your way, but when parents arrive on your campus or your afterschool program to pick up their children, they don't have it their way. We're going to expect them to fill out forms. We're going to expect them to be in line. We're going to expect them to get their child in order based upon their arrival. We might have an A through L and M through Z line. We might have an ages four through six, seven through 10, whatever it might be, but we need to have a controlled and coordinated process.

Now, after the initial survival phase, going in the immediate action phase steps. In most incidents at a school or an afterschool program, the incident will probably be over before four hours occur. Many of these events are very rapidly occurring. When the critical incident is over, the children have either been sent home or released to their parents within those four hours. But in large-scale events, the event may proceed beyond four hours. We want to talk next about the first four to eight hours.

In that first four to eight hours after the emergency, we might have a continuing emergency event where we're continuing to repeat the activities of the first four hours, working with our fire, police responders to control the emergency, but typically most school emergencies, most afterschool program emergencies are over in the first four hours. What do we do immediately after the emergency in those first four hours?

First thing we want to talk about is what's called a "hot wash." This is a term that's been around through military and emergency services for many, many years, and what it does is it talks about, "We're going to sit down. We're going to very quickly have a hot wash about the mission. Our role-specific functions. What went well with our mission, what could we have done better with our mission, or what could we have done differently to have a better outcome?" This is designed as an informational meeting. We're informing the other people from our organization about what has occurred. Hot washes can be conducted with the responder organizations, but typically we stick together with like-type responders or groups with the hot wash.

A formal briefing after an emergency generally will take place within a period of hours, or sometimes they may wait a day or two to do a formal briefing regarding the incident. These briefings internally and externally with our responders cover a lot of the same events with the same topics covered in the hot wash, but they're now more formalized, people are taking notes, people are actually working on improvement with it. They will actually be talking about developing what's called an AARIP. AARIP stands for "After Action Review/Improvement Plan." Briefings are much more formalized than a hot wash is.

Additionally, we have talked about CISD, is the third point here. Internal and external operational briefings are very important to do, but critical incidents stress diffusings, or critical incident stress debriefings are part of the psychological healing. We mentioned early on in the program that traumatic events, these are beyond the normal responses of most of your staff and students, so there's going to be some concerns, and your

afterschool program should be working with your employee assistance program or with community agencies to be able to provide critical incident stress diffusing or debriefings to your staff and students.

Some other things that we think about in that four to eight period, or four to eight hour period, is site security. Maybe our building has had a fire, has had tornado damage, and is unsecure. What are we doing to keep our site secure? Can we put plywood boards up, nail it up, fasten it in place and have the building secure? Or do we have to hire security? What about ongoing operations? Where is our program going to function tomorrow if our building has substantial fire damage? We think about program continuity there.

Preliminary damage assessment. If you own the building you're in, you may need to actually bring in your insurance company. You may need to bring in your risk management people to tell you whether or not it's safe to go back in that building. A big mistake a lot of organizations, private and public, make, is immediately after an incident, they want to get into cleanup mode. Many of the insurance companies want to be able to come out and look at the damage prior to cleanup, or at least have photographs or video taken to preserve what was there prior to cleanup. Conducting preliminary damage assessment is very important to work in conjunction with your building owners, if you do not own the building, and insurance companies.

Then talk about planning meetings. If we have substantial damage to a building, we have substantial injuries or potential deaths, we need to have planning meetings. What are we going to do over the next couple of days? Who's going to be handling what functions? Many years ago, I had an unfortunate situation responding in an ambulance to an automobile crash where three of my high school students were killed. We were able to very quickly from the scene know they were our students of visual identification by myself, and we immediately, although it was late on a Friday night, we immediately that night, by 1:00 AM, had contacted our crisis team. We had a meeting scheduled for the next morning at 9:00 Saturday morning, and we were able to plan out the events of what were going to happen. We knew we would have funerals. We knew we'd have students leaving for funerals, so we needed to set up processes to have many, many students with early dismissals for funerals. That's just one example of ongoing situations that will be presented to your afterschool program in an emergency.

Stage five. Last phase we talk about is ongoing management of the event. This is now going generally well beyond the four to eight hours. Some of the activities of four to eight kind of overlap with the ongoing management. Good communications. This is keeping in touch with the people you need to keep in touch with during the emergency. Basic needs. One of the problems we see with school and educational people like yourselves in the afterschool program is, program managers or leaders want to be there all the time. At some point, we understand that people can no longer function at their best, so after 10 or 12 hours, we need to send people home to get some sleep. Maintaining basic needs of food, shelter, water, to folks that are still on-site. It might be custodial cleanup crews. We need to make sure we're looking at those.

What's our next day plan? Next day plan simply talks about, "Tomorrow, what needs to happen?" Every day, we're going to need to do that. I mentioned the car crash earlier with the three student deaths. Every morning, we sat down as a planning team and we

went over the events that we expected to happen that day, and how we thought they would unfold. Every afternoon at the end of school or a half hour after the end of school, we got back together. We reviewed what happened that day, and we worked on the plan for the next day. What we found out very quickly was we had funerals spread out across Tuesday, Wednesday, and Thursday, so Monday we were simply planning for grief counseling within the building. Tuesday, we had to plan for grief counseling, but we also had to plan for the influx of students and parents requesting early dismissals to go to the first funeral.

Unfortunately, being the way it is, we sometimes have what are called merry mourners, and when students found out it was easy to get an early dismissal to attend the funeral, by day two, we had over 100 more students going to the second funeral. By day three, over 58% of our student body went to the third funeral, or at least received an early dismissal with a note from their parents stating they were going to the third funeral. Sometimes that next day planning becomes very important because you're basing the next day upon the current day. It's very difficult to do a five-day plan.

Mid and long-term planning, depending on the seriousness of the damages, both physical damages and psychological damages, we need to come up with a mid and long-term plan. One lasting several months, one lasting maybe multiple years. I talked to a school superintendent several years ago who had unfortunately two very, very traumatic incidents occur in his school district, and in effect it, because the events occurred in two different grade levels but about three years apart, it affected the same group of students. That district actually hired a counselor just for that group of students through their graduation date, so they had counselors assigned just to a small student body for multiple years. In your afterschool program, you probably will lose track of your students after a few years, but it's important that we pass it off to community service agencies, or even in the public or charter schools that are serving your students, some of the information that we can release within the realm of privacy laws to keep track of these students.

Lastly, part of ongoing management, I mentioned this earlier in part of the debriefing issues, is an AAR or IP. That's the After Action Review and Improvement Plan. Every time you have a drill, every time you have an exercise, you should be looking at what you did right, what you did wrong, what can you do better? In an actual incident, it becomes very important to do that. Maybe the batteries in the flashlight were dead. Should we now assign someone to make sure that every six months, we have new batteries in flashlights? Maybe it was a situation where accountability of students was a little skewed, so we're going to do a retraining of our staff on how we do student accountability. Sitting down and writing out a review of what went right, what went wrong, what could we do better, is an extremely beneficial part of planning.