

**NAAG Task Force on School Safety**  
*Attorney General John Suthers (CO), Co-Chair*  
*Attorney General Patrick Lynch (RI), Co-Chair*

Jonathan Bernstein  
Biography  
&  
Materials

**BERNSTEIN CRISIS MANAGEMENT, INC.**  
**Crisis Prevention, Response & Issues Management**

**JONATHAN BERNSTEIN**  
**President**

Jonathan L. Bernstein, president of Bernstein Crisis Management, Inc. has more than 25 years of experience meeting clients' needs in all aspects of crisis management – crisis response, vulnerability assessment, planning, training and simulations.

Prior to launching what was then known as Bernstein Communications in 1994, Bernstein created and served as the first director of the Crisis Communications Group for Ruder Finn, Inc., one of the world's largest public relations agencies. .

Bernstein's crisis and issues management experience has encompassed a wide range of industries and subjects, to include accounting, architecture, associations, assisted living, banking, charities, church-owned businesses, celebrities, criminal law, education, entertainment, environment, financial services, food (retail and B2B), health care, human resources, housing, insurance, legal services, litigation, manufacturing, municipalities, network marketing, personal and organizational reputation, professional services, real estate development, recreation, religious institutions, securities, security, senior housing, and white collar crime. He is a pioneer and leader in the field of Internet-centered crisis management.

His past experience includes corporate, agency and non-profit public relations positions, preceded by five years of investigative and feature journalism -- to include a stint with investigative reporter/columnist Jack Anderson. He is a veteran of five years in U.S. Army Military Intelligence covert operations.

Bernstein is publisher and editor of *Crisis Manager*, a first-of-its-kind email newsletter written for "those who are crisis managers whether they want to be or not," currently read in 75 countries. His commercially published *Keeping the Wolves at Bay: A Media Training Manual* has been described as "one of the most concise, insightful, useful and savvy guides to strategic thinking about reputation issues available." Bernstein is a regular guest commentator on CNBC and has been quoted as an expert source by a wide range of media outlets, to include *AP*, *ABC News*, *BBC*, *Bloomberg News*, *Business 2.0*, *BusinessWeek*, *CBS*, *ESPN*, *Forbes*, *Fox News*, *Inc. magazine*, *NPR*, *Reuters*, *The Christian Science Monitor*, *TheStreet.com*, *The Wall Street Journal*, *USA Today* and many local and regional publications. In September 2004, he was one of 22 individuals nationwide identified as "people who should be on the speed dial in a crisis" in a *PR Week* feature entitled "The Crunch-Time Counselors."

A popular speaker at a wide variety of industry functions, Bernstein has been featured and praised for presentations and workshops at events such as the National Summit on Campus Security, World Conference on Disaster Management, National Symposium for Healthcare Executives, Builder 100 Conference, American Bar Association, International Facility Management Association, the National Grocers' Association, the National School Boards Association, Intel Corporation's Worldwide Issue Prevention & Management Group, and the Educational Travel Conference.

# **BERNSTEIN CRISIS MANAGEMENT, INC.**

**Crisis Management, Response, Prevention, Planning & Training**

## **Upgrading Crisis Communications for Colleges and Universities for NAAG Task Force on School Safety**

**Presentation by Jonathan Bernstein  
President, Bernstein Crisis Management, Inc.**

- 1) Vulnerability Audit
  - i) Organizational equivalent of full body scan
  - ii) Multi-disciplinary, communications and operations
  - iii) Identifies flaws in current systems and plans
  
- 2) Upgrading Crisis Communications Systems
  - i) Multi-modal communications
  - ii) Web-based incident command systems
  - iii) Mobile device-centered communication
  - iv) Video-based communication
  
- 3) Upgrading Crisis Communications Plans
  - i) Need for a unified plan
  - ii) Avoid biggest mistakes – lack of integrated planning, inter-departmental politics, lack of expertise, allowing plans to get stale and perception of crisis preparedness as expense vs. investment
  
- 4) Training/Testing (Practicing) Crisis Plans
  - i) Crisis communications and operational response teams first train separately, then together
  - ii) Test plans via tabletop exercises, drills and/or full-scale simulations
  - iii) Involve emergency responders in training and testing whenever possible

# The Fundamentals of Crisis Communications

Presentation to 2007 National Campus Security Summit  
By Jonathan Bernstein  
Bernstein Crisis Management LLC

# What Is a Crisis?

- Serious threat to life, limb and/or property
- Significant reputation threat
- Major business interruption
- Negative impact on share value

# Crisis Preparedness

- Every \$1 invested in preparedness averts \$7 in losses\*
- Starts with vulnerability audit
  - Multi-disciplinary
  - IDs generic and institution-specific crises and obstacles to effective response
- Results in systems changes and customized planning.

\*Source: Marsh Consulting

# Crisis Communications Systems

- MUST have low-tech and hi-tech
- Multi-modal and, ideally, two-way with all critical audiences
- Should not depend entirely on equipment at single location (e.g., campus)
- Should not rely entirely on availability of local power

# Crisis Communications Systems

- Web-based incident command systems
  - simultaneous multi-modal (SMS, phone, text-to-voice, email, fax, website, social media integration)
  - accessible 24/7 from any Internet connection
  - hosted on external servers
  - manageable without IT expertise
  - manage inquiries

# Crisis Communications Systems

- Mobile device-centered
  - Multi-modal two-way (voice, text, IM, and, in one case, Blackberry PIN)
  - Fast, as much as 2,000 voice/20,000 text msgs per minute
  - Usually geo-dispersed hardened data centers
  - Easy/intuitive to use
  - Real-time reporting for alerts

# Crisis Communications Systems

- Video-based
  - Video email
  - Embedded code to put video on website
  - Video conferencing
  - Remote F2F contact when impossible to get on-site
  - Spot media training

# Crisis Communications Systems

The screenshot displays the SightSpeed web application interface. At the top, there is a navigation bar with 'Actions', 'Settings', 'My Account', and 'Help'. Below this are tabs for 'Video & Voice Calls', 'Video Mail & Blogs', 'Inbox', and 'Contacts'. The main content area is divided into two columns. The left column features a video player showing a man with a mustache. Below the video is a 'Step 1: Record' section with 'Record', 'Stop', and 'Preview' buttons, and a 'Time Remaining: 180 seconds' indicator. The right column contains 'Step 2: Personalize' with 'Subject' and 'Message' text boxes, and 'Step 3: Send to' with a checked checkbox for 'Send me a link and embed code for this video', a list of email addresses, and a 'Send' button.

**SightSpeed**

Actions Settings My Account Help

Video & Voice Calls Video Mail & Blogs Inbox Contacts

Record Videos Manage Videos

**Step 1: Record**

Record Stop Preview Time Remaining: 180 seconds

**Step 2: Personalize**

**Subject:**  
Man with gun spotted on campus

**Message:**  
Please listen to this important announcement

**Step 3: Send to**

Send me a link and embed code for this video

Fish Tank-2 min demo

jobaker

Peter Csathy

(Add email addresses to the box below.)

boardmember@university.com

(Separate multiple email addresses with a comma.)

Send Preview email text

# Crisis Communications Plan

- Policy
- CCT members & contact info
- CCT member responsibilities
- Scenarios – procedures & holding statements
- Checklists & forms
- Works side by side with Ops plan

# Crisis Communications Plan

- Training to the plan
- Refine plan
- Test plan – simulations (tabletops, drills, exercises)
- Refine plan some more
- Revisit/refine plan at least annually

# Crisis Response

- 10 Steps of Crisis Communications
- Six Tenets of Crisis Communications
- Biggest Mistakes in Crisis Communications

# Six Tenets of Crisis Communications

- Prompt
- Compassionate
- Honest
- Informative
- Interactive
- Attitudinally appropriate

# The Biggest Mistakes in Crisis Communications

1. Play Ostrich
2. Only start work on crisis after it's happened
3. Let your reputation speak for you
4. Treat the media like the enemy
5. Get stuck in reaction mode
6. Use language your audience doesn't understand

# The Biggest Mistakes in Crisis Communications

7. Address only issues, ignore feelings
8. Make only written statements
9. Use best-guess damage assessment
10. Try to spin versus positioning
11. Do the same thing over & over again  
expecting different results

# The Fundamentals of Crisis Communications

Presentation to 2007 National Campus Security Summit  
By Jonathan Bernstein  
Bernstein Crisis Management LLC

# **BERNSTEIN CRISIS MANAGEMENT LLC**

**Crisis Management, Response, Prevention, Planning & Training**

## **THE 10 STEPS OF CRISIS COMMUNICATIONS**

**By Jonathan Bernstein**

*Crisis: Any situation that is threatening or could threaten to harm people or property, seriously interrupt business, damage reputation or negatively impact share value.*

Every organization is vulnerable to crises. The days of playing ostrich are gone. You can play, but your stakeholders will not be understanding or forgiving because they've watched what happened with Bridgestone-Firestone, Bill Clinton, Arthur Andersen, Enron, Worldcom, 9-11, The Asian Tsunami Disaster, Hurricane Katrina and Virginia Tech.

If you don't prepare, you WILL take more damage. And when I look at existing "crisis management" plans while conducting a "crisis document audit," what I often find is a failure to address the many communications issues related to crisis/disaster response. Organizations do not understand that, without adequate communications:

- ◆ Operational response will break down.
- ◆ Stakeholders (internal and external) will not know what is happening and quickly be confused, angry, and negatively reactive.
- ◆ The organization will be perceived as inept, at best, and criminally negligent, at worst.

The basic steps of effective crisis communications are not difficult, but they require advance work in order to minimize damage. The slower the response, the more damage is incurred. So if you're serious about crisis preparedness and response, read and implement these 10 steps of crisis communications, the first eight of which can and should be undertaken before any crisis occurs.

### **[The 10 Steps of Crisis Communications]**

#### **1. Identify Your Crisis Communications Team**

A small team of senior executives should be identified to serve as your organization's Crisis Communications Team. Ideally, the team will be led by the organization's CEO, with the firm's top public relations executive and legal counsel as his or her chief advisers. If your in-house PR executive does not have sufficient crisis communications expertise, he or she may choose to retain an agency or independent consultant with that specialty. Other team members should be the heads of major organization divisions, to include finance, personnel and operations.

180 S. Mountain Trail • Sierra Madre, CA 91024 • Phone: (626) 825-3838 • Fax: (877) 471-1573  
Email: [jonathan@bernsteincrisismanagement.com](mailto:jonathan@bernsteincrisismanagement.com) • Web Site: [www.bernsteincrisismanagement.com](http://www.bernsteincrisismanagement.com)

Let me say a word about legal counsel. Sometimes, during a crisis, a natural conflict arises between the recommendations of the organization's legal counsel on the one hand, and those of the public relations counsel on the other. While it may be legally prudent not to say anything, this kind of reaction can land the organization in public relations "hot water" that is potentially, as damaging, or even more damaging, than any financial or legal ramification. Fortunately, more and more legal advisors are becoming aware of this fact and are working in close cooperation with public relations counsel. The importance of this understanding cannot be underestimated. Arthur Anderson lost its case and went out of business due to the judgment rendered by the court of public opinion, not the judgment of a court of law.

## **2. Identify Spokespersons**

Within each team, there should be individuals who are the only ones authorized to speak for the organization in times of crisis. The CEO should be one of those spokespersons, but not necessarily the primary spokesperson. The fact is that some chief executives are brilliant business people but not very effective in-person communicators. The decision about who should speak is made after a crisis breaks - but the pool of potential spokespersons should be identified and trained in advance.

Not only are spokespersons needed for media communications, but for all types and forms of communications, internal and external, including on-camera, at a public meeting, at employee meetings, etc. You really don't want to be making decisions about so many different types of spokespersons while "under fire."

## **3. Spokesperson Training**

Two typical quotes from well-intentioned organization executives summarize the reason why your spokespersons should receive professional training in how to speak to the media:

"I talked to that nice reporter for over an hour and he didn't use the most important news about my organization."

"I've done a lot of public speaking. I won't have any trouble at that public hearing."

Regarding the first example, there are a good number of people interviewed by CBS' "60 Minutes" or ABC's "20/20" who thought they knew how to talk to the press. In the second case, most executives who have attended a hostile public hearing have gone home wishing they had been

wearing a pair of Depends.

All stakeholders - internal and external - are just as capable of misunderstanding or misinterpreting information about your organization as the media, and it's your responsibility to minimize the chance of that happening.

Spokesperson training teaches you to be prepared, to be ready to respond in a way that optimizes the response of all stakeholders.

#### **4. Establish Notification Systems**

Remember when the only way to reach someone quickly was by a single phone or fax number, assuming they were there to receive either?

Today, we have to have – immediately at hand – the means to reach our internal and external stakeholders using multiple modalities. Many of us have several phone numbers, more than one email address, and can receive SMS (text) messages or faxes. Instant Messenger programs, either public or proprietary, are also very popular for business and personal use. We can even send audio and video messages via email. Depending on how “techie” we choose to be, all of this type of communication – and more – may be received on or sent by a single device!

It is absolutely essential, pre-crisis, to establish notification systems that will allow you to rapidly reach your stakeholders using multiple modalities. The Virginia Tech catastrophe, where email was the sole means of alerting students initially, proves that using any single modality can make a crisis worse. Some of us may be on email constantly, others not so. Some of us receive our cellphone calls or messages quickly, some not. If you use more than one modality to reach your stakeholders, the chances are much greater that the message will go through.

For a long time, those of us in crisis management relied on the old-fashioned “phone tree” and teams of callers to track people down. But today there is technology – offered by multiple vendors and also available for purchase – that can be set up to automatically start contacting all stakeholders in your pre-established database and keep trying to reach them until they confirm (e.g., by pressing a certain number on a phone keypad) that the message has been received. Technology that you can trigger with a single call or email.

#### **5. Identify and Know Your Stakeholders**

Who are the internal and external stakeholders that matter to your organization? I consider

employees to be your most important audience, because *every employee is a PR representative and crisis manager for your organization whether you want them to be or not!* But, ultimately, all stakeholders will be talking about you to others not on your contact list, so it's up to you to ensure that they receive the messages you would like them to repeat elsewhere.

## 6. Anticipate Crises

If you're being proactive and preparing for crises, gather your Crisis Communications Team for long brainstorming sessions on all the potential crises which can occur at your organization.

There are at least two immediate benefits to this exercise:

- ◆ You may realize that some of the situations are preventable by simply modifying existing methods of operation.
- ◆ You can begin to think about possible responses, about best case/worst case scenarios, etc. Better now than when under the pressure of an actual crisis.

In some cases, of course, you know that a crisis will occur because you're planning to create it -- e.g., to lay off employees, or to make a major acquisition. Then, you can proceed with steps 8-10 below, even before the crisis occurs.

There is a more formal method of gathering this information that I call a "vulnerability audit," about which information is available at my website, [www.bernsteincrisismanagement.com](http://www.bernsteincrisismanagement.com).

## 7. Develop Holding Statements

While full message development must await the outbreak of an actual crisis, "holding statements" - messages designed for use immediately after a crisis breaks - can be developed in advance to be used for a wide variety of scenarios to which the organization is perceived to be vulnerable, based on the assessment you conducted in Step 6 of this process. An example of holding statements by a hotel chain with properties hit by a natural disaster - before the organization headquarters has any hard factual information - might be:

"We have implemented our crisis response plan, which places the highest priority on the health and safety of our guests and staff."

"Our hearts and minds are with those who are in harm's way, and we hope that they are well."

"We will be supplying additional information when it is available and posting it on our website."

The organization's Crisis Communications Team should regularly review holding statements to determine if they require revision and/or whether statements for other scenarios should be developed.

## **8. Assess the Crisis Situation**

Reacting without adequate information is a classic "shoot first and ask questions afterwards" situation in which you could be the primary victim. But if you've done all of the above first, it's a "simple" matter of having the Crisis Communications Team on the receiving end of information coming in from your communications "tree," ensuring that the right type of information is being provided so that you can proceed with determining the appropriate response.

Assessing the crisis situation is, therefore, the first crisis communications step you can't take in advance. But if you haven't prepared in advance, your reaction will be delayed by the time it takes your in-house staff or quickly-hired consultants to run through steps 1 to 7. Furthermore, a hastily created crisis communications strategy and team are never as efficient as those planned and rehearsed in advance.

## **9. Identify Key Messages**

With holding statements available as a starting point, the Crisis Communications Team must continue developing the crisis-specific messages required for any given situation. The team already knows, categorically, what type of information its stakeholders are looking for. What should those stakeholders know about *\*this\** crisis? Keep it simple -- have no more than three main messages for all stakeholders and, as necessary, some audience-specific messages for individual groups of stakeholders.

## **10. Riding Out the Storm**

No matter what the nature of a crisis...no matter whether it's good news or bad...no matter how carefully you've prepared and responded...some of your stakeholders are not going to react the way you want them to. This can be immensely frustrating. What do you do?

- ◆ Take a deep breath.

- ◆ Take an objective look at the reaction(s) in question. Is it your fault, or their unique interpretation?
- ◆ Decide if another communication to those stakeholders is likely to change their impression for the better.
- ◆ Decide if another communication to those stakeholders could make the situation worse.
- ◆ If, after considering these factors, you think it's still worth more communication, then take your best shot!

### **"It Can't Happen To Me"**

When a healthy organization's CEO or CFO looks at the cost of preparing a crisis communications plan, either a heavy investment of in-house time or retention of an outside professional for a substantial fee, it is tempting for them to fantasize "it can't happen to me" or "if it happens to me, we can handle it relatively easily."

Hopefully, that type of ostrich-playing is rapidly becoming a thing of the past. Yet I know that thousands of organizations hit by Hurricane Katrina will have, when all is said and done, suffered far more damage than would have occurred with a fully developed crisis communications plan in place. This has also been painfully true for scores of clients I have served over the past 25 years. Even the best crisis management professional is playing catch up - with more damage occurring all the time - when the organization has no crisis communications infrastructure already in place.

### **The Last Word - For Now**

I would like to believe that organizations worldwide are finally "getting it" about crisis preparedness, whether we're talking about crisis communications, disaster response or business continuity. Certainly client demand for advance preparation has increased dramatically in the past half-decade, at least for my consultancy. But I fear that there is, in fact, little change in what I have said in the past, that 95 percent of American organizations remain either completely unprepared or significantly under-prepared for crises. And my colleagues overseas report little better, and sometimes worse statistics.

Choose to be part of the prepared minority. Your stakeholders will appreciate it!

###

# **BERNSTEIN CRISIS MANAGEMENT LLC**

**Crisis Management, Response, Prevention, Planning & Training**

## **COMPONENTS OF A TYPICAL COLLEGIATE VULNERABILITY AUDIT (Partial List)**

- ◆ Business Interruption
- ◆ Compliance (e.g., regulatory)
- ◆ Disaster Response
- ◆ Environmental
- ◆ External Communications – media relations, community relations, key influencers
- ◆ Facilities
- ◆ Finance
- ◆ Food Service
- ◆ Housing/Residential
- ◆ Human Resources
- ◆ Internal Communications -- Faculty, Staff, Students, Alumni
- ◆ Intra-Campus Coordination/Communications
- ◆ IT/Systems
- ◆ Legal Issues
- ◆ Legislative
- ◆ Marketing (non-PR)
- ◆ Reputation Management
- ◆ Safety & Security

**NAAG Task Force on School Safety**  
*Attorney General John Suthers (CO), Co-Chair*  
*Attorney General Patrick Lynch (RI), Co-Chair*

**Kenneth S. Trump**  
**Biography**  
**&**  
**Material**

### About National School Safety and Security Services

- An independent, Cleveland based, national consulting firm specializing in school security and school emergency preparedness consulting and training.
- 25 years of experience in the school safety profession.
- Relies on research, theories, and in-depth studies and years of front-line and hands on experience to provide consultation to schools.

### Kenneth S. Trump's Bio

- President of National School Safety and Security Services
- 20 years in the school safety profession.
- Has worked with K-12 school officials and their public safety partners in 45 states and Canada.
- Has worked as a high school and junior high school safety officer in the Cleveland City School Safety and Security Division, a district wide field investigator, and as founding supervisor of its nationally recognized Youth Gang Unit, which made a significant contribution to the reduction of gang violence.
- Served as director of security for an Ohio school district and as assistant director of a federal-funded model anti-gang project for three Cleveland suburbs.
- Has authored two books and over 45 articles on school security and emergency preparedness issues.
- Has testified before Congress once in 1999 and twice in 2007.

### Testimony before Congress

Kenneth S. Trump recommended that Congress take the following action to preserve and enhance school safety:

1. Improve K-12 school crime reporting by instilling a comprehensive, mandatory federal school crime reporting and tracking system of actual school **crime incidents**. This would replace the current system that just uses academic surveys and research studies – which are typically outdated by the time they are published – in its reporting.
  - Congress enacted the Cleary Act in 1990 to improve crime reporting and collecting on college campuses. Yet, with regard to K-12 schools, nothing has been done to date that effectively instills requirements to report school crime incidents; the Gun Free Schools Act passed by Congress is limited as it requires local education agencies to report students expelled for gun offenses on campuses, leaving a gap that leaves out offenders who are not students or who were not expelled for the gun offense. H.R. 354, The Safe Schools Against Violence in Education Act (the “SAVE” ACT) being considered by Congress, aims at closing this gap.
2. Restore recently cut funding and expand future funding resources for school violence prevention, school security, school-based policing, and school emergency preparedness planning.
3. Require the Department of Homeland Security to grant funds to those public safety officials who actively engage K-12 public and private schools in local emergency planning.

4. Direct certain Department of Homeland Security grants to K-12 emergency preparedness training
5. Require states with Department of Homeland Security funding to actively include K-12 safety experts in their advisory activities
6. Examine the current federal organization and structure for the oversight and management of federal school safety policy, programming and funding – specifically the Safe and Drug Free School (SFDS) Program.

# **NATIONAL SCHOOL SAFETY AND SECURITY SERVICES®**

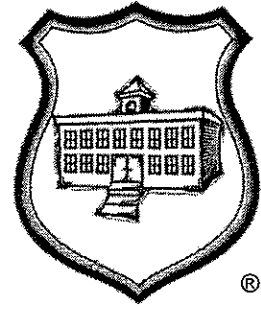
*Experience ~ Credibility ~ Cutting-Edge Knowledge*

P.O. Box 110123, Cleveland, Ohio 44111

(216) 251-3067.....office

(216) 251-4417.....fax

kentrump@aol.com...e-mail



## **National Association of Attorneys General Task Force on School Safety**

**Teleconference: Response Issues, Part II**  
Tuesday, July 31, 2007 @ 2:30pm EST

**Presenter:** **KENNETH S. TRUMP, M.P.A.**  
President  
National School Safety and Security Services

**Briefing Topics:**

1. Best Practices for K-12 School Safety Plan Revision and Practice
2. Strategies for State-Level Policymakers to Strengthen Local Efforts

**Presenter  
Biographical  
Summary:**

**Kenneth S. Trump**, M.P.A., is the President of National School Safety and Security Services, a Cleveland-based national firm specializing in school security and emergency preparedness training and consulting. Ken's background includes serving as a school safety officer, investigator, and youth gang unit supervisor for the Cleveland City Schools' safety division, and as a suburban Cleveland school security director and assistant gang task force director. He has authored two books and over 45 articles on school security and crisis issues.

As one of the leading U.S. school safety experts, Ken has 25 years experience in the school safety profession and has worked with school and public safety officials in 45 states. He is one of the most widely quoted school safety experts, appearing on all national news networks and cable TV and in top market newspapers. Ken is a three-time invited Congressional witness, testifying on school safety and emergency preparedness issues.

For additional background, see:  
[www.schoolsecurity.org/school-safety-experts/trump.html](http://www.schoolsecurity.org/school-safety-experts/trump.html)

# SCHOOL SAFETY PLAN REVISION AND PRACTICE

## *Best Practices for K-12 Schools include:*

1. Conduct security assessments:
  - a. Internal assessments reviewed at least annually
  - b. External professional, independent assessment every three to five years
  - c. Update plans and train staff accordingly
2. Provide training for school administrators, teachers, and support staff:
  - a. On school violence prevention, security procedures, and emergency planning
  - b. On district-specific and building-specific plans
  - c. Orientation training for new administrators, teachers, and staff
  - d. Regular periodic updates for existing administrators, teachers, and staff
3. Exercise, review, and update emergency plans:
  - a. Involve public safety partners in plan development and revisions
  - b. Get the plans off the shelves and make them meaningful
  - c. Conduct tabletop exercises with public safety and community agency partners
  - d. Have schools participate in local emergency management drills and exercises
  - e. Practice lockdown drills a minimum two to three times a year like other drills
  - f. Strengthen partnerships with public safety officials
    - i. Meet regularly – at least two to three times a school year
    - ii. Train, plan, prepare, and practice together
  - g. Review and update school plans at least annually

## *Strategies for State-Level Policymakers include:*

1. Require local schools to create, maintain, and update yearly school emergency/crisis plans.
2. Establish audit mechanisms to ensure compliance with state school safety plan requirements.
3. Create requirements for schools to conduct mandatory lockdown drills as done with fire drills.
4. Restore funding cuts for school safety, security, and emergency planning.
5. Require K-12 schools receiving state funding for school safety, security, and emergency planning to include public safety partners (police, fire, emergency management agencies) in planning and activities funded through these state grants.
6. Require police, fire, and emergency management agencies that receive state grant-funding to include K-12 schools in their emergency planning processes and activities funded through these state grants.
7. Include state and local K-12 education agencies, and school security experts, in state anti-terrorism policy, planning, and training committees and activities.
8. Provide ongoing statewide training programs for K-12 school and public safety officials on school security and emergency preparedness trends, strategies, and best practices.

#

## SUPPLEMENTAL RESOURCES

*For additional information related to this presentation see:*

General Accounting Office report from May, 2007, on gaps in K-12 school emergency preparedness: [www.schoolsecurity.org/news/TestimonyAshby.pdf](http://www.schoolsecurity.org/news/TestimonyAshby.pdf)

Testimony of Kenneth Trump to the House Homeland Security Committee on May 17, 2007, on school emergency preparedness issues:

[www.schoolsecurity.org/news/House\\_Homeland\\_Security07.html](http://www.schoolsecurity.org/news/House_Homeland_Security07.html)

Testimony of Kenneth Trump to the House Education and Labor Committee on April 23, 2007, on school safety issues: [www.schoolsecurity.org/news/House\\_Education07.html](http://www.schoolsecurity.org/news/House_Education07.html)

## **School Crisis and Emergency Recovery Issues**

**National School Safety and Security Services** ([www.schoolsecurity.org](http://www.schoolsecurity.org)) provides the following recommendations for schools to consider for school crisis / emergency recovery after a major school violence incident:

### **Mental Health Issues**

- Provide mental health support for students.
- Make mental health support available for teachers, administrators, and support staff. Kids are not the only people who may be impacted by the incident.
- Recognize that people grieve in different ways and over different periods of time.
- Focus on returning to normalcy.
- Proactively guide the community healing process.

### **Media Issues**

- Prepare for ongoing stages of media coverage including breaking news, follow-up immediately after incident, first day back to school, analysis (How did this happen? Could it have been prevented?), recovery and healing process, and one-year anniversary of incident date.
- Actively inform media of school recovery efforts (healing, obtaining community input, analysis of safety issues, etc.).

### **School-Community and Administrative Issues**

- Anticipate parental and community demands for metal detectors and/or other physical, tangible signs of "security" and pressures for a "guarantee" that another incident will not occur in the future. Anticipate special interest and political agendas to surface. Avoid knee-jerk, feel-good policy changes.
- Conduct a timely debriefing with school and safety officials to identify "lessons learned" on what worked and areas for improvement for future school crisis / emergency planning.
- Document, as best possible, the time and action taken in all aspects of responding to and managing the school crisis / emergency incident itself, and the recovery process.
- Establish financial tracking mechanism for all costs involved in the school crisis incident recovery.
- Anticipate the possibility of potential legal action.

## **School Crisis & Emergency Plans: Going Beyond the "Template" Approach to Emergency Planning**

**National School Safety and Security Services** receives inquiries from time to time from school officials seeking school emergency plan templates. Too often school officials, who are increasingly busy and competing with other hot button issues in schools, look for a "quick fix" by seeking school emergency and school crisis planning templates to "fill in the blanks" so they can say they have a plan. While using school emergency plan templates may solve a short-term need for school administrators, school emergency and school crisis plan templates can create longer term preparedness deficiencies and potentially greater liability.

Although school crisis plan templates have been around more in recent years, independent school safety experts continue to find that school districts using emergency plan templates to fill in the blanks without going through a more detailed planning process consistently end up with plans containing serious deficiencies and gaps which look nice sitting upon a shelf, but are impractical and questionable for meaningful use by front-line school staff.

It is also worth noting that in a June 28, 2005, school emergency planning webcast by the U.S. Department of Education's Office of Safe and Drug Free Schools, viewers were cautioned several times that a "fill-in-the-blank" approach to school emergency planning simply would not work. Viewers were warned against simply filling in purchased or otherwise accessed school emergency planning templates. Presenters reaffirmed several times in the webcast that this template-type approach is not a best practice.

No one recommends "paralysis by analysis" by having committee overkill in the development of a plan and district-level guidelines can provide a framework for individual building level planning. But schools do need to dedicate reasonable time to the actual process of developing their school emergency and crisis plans. As one professional noted, "The planning process is often as meaningful as the final written plan."

Reasons for building level planning include:

- Proper planning must take place in an environment where all community responders are at the table and focused on a meaningful process, not there just to focus on filling in blanks on a template. When the emphasis becomes "finishing this template to get to the next," the process has been tainted.
- Each school, school district, and community is different. The potential and actual threats they face are different. The resources are different. A "plan in a can" places schools at high-risk for not meeting the unique needs of each school and community.
- People will often take a template and simply fill in the answers. We often find one person, not a school-community public safety partnership team, used a school emergency plan template primarily for the sake of creating a plan so the school/district can say one exists.
- Personal relationships and a sense of partnering develop when you spent the necessary time to build an individual school or community plan. From this partnership develops the trust essential to success during an emergency. It is important to develop the face-to-face recognition that comes from developing a plan together.

Each school district, and individual schools within the various districts, must develop their own school emergency and school crisis plans. A "cut and paste" approach using school emergency plan templates and other school districts' emergency plans will not lead to full ownership and successful school emergency planning needed for school. In fact, it could lead to unprepared schools and potentially to increased liability for school officials.

The "plan in a can" approach has rarely worked in providing a meaningful school emergency plan for school officials. In the long run, it could cause more embarrassment and liability.

### **School Crisis Tabletop Exercises**

Tabletop exercises provide a simulation of emergency situations in informal, stress-free environments. Tabletop exercise facilitators, school safety professionals experienced in managing school emergencies and crisis situations, provide a scenario and series of events to stimulate discussions by participants who assess and resolve unfolding problems based on their existing plans. The tabletop exercise allows school participants to examine their roles, responsibilities, tasks, and overall logistics associated with managing an emergency situation and make subsequent adjustments in their school emergency/crisis plans.

While full scale drills are very educational, they typically are labor and time intensive. Tabletop exercises can provide a less stressful, more time effective method of taking a school's emergency/crisis planning to the next level. Full and half-day sessions, often done during school professional development days, allow school leaders to avoid having school emergency / crisis plans collect dust on a shelf.

Each school district, and individual schools within the various districts, must develop their own school crisis preparedness plans and school emergency plan guidelines. A "cut and paste" approach using other school emergency plans will typically not lead to full ownership and successful school crisis planning within one's school. In fact, it could lead to increased liability for school officials.

#

**NAAG Task Force on School Safety**  
*Attorney General John Suthers (CO), Co-Chair*  
*Attorney General Patrick Lynch (RI), Co-Chair*

Ronald Ellis  
Biography  
&  
Materials

## **Inspector Ronald Ellis (Retired)**

**Mr. Ron Ellis retired from the Illinois State Police in December 2003, after 30 years in law enforcement. He served in senior command positions including Bureau Chief of Strategic Management and Information, Bureau Chief of Research and Development, Commander of Support Services Group, Academy Chief of Staff, Assistant Bureau Chief Intelligence, Executive Officer Operational Services Command, and Commander of the Illinois State Enforcement Agencies to Recover Children. His efforts as a facilitator and key core group member were recognized as instrumental in the successful implementation and integration of strategic planning within the ISP. His career included ten years as a Sangamon County Deputy Sheriff where he was a patrol commander, supervised the Crime Prevention Bureau, Juvenile Division, Sheriff's Posse and Patrol volunteers, Commander of the Tactical Team (SWAT), and formed the missing children's bureau.**

**He is now an independent contractor and training consultant. Currently, he is the lead instructor and project coordinator for the Illinois Terrorism Task Force (ITTF) and Illinois State Board of Education safe school program entitled, "Multi-Hazard Emergency Planning for Illinois Schools." Mr. Ellis is a member of the Illinois Campus Security Task Force and is developing an all-hazards training program for higher education institutions. He also volunteers as Co-Chair of the ITTF Sub-Committee on School Security and a member of the Public Information Committee.**

**Mr. Ellis has served on numerous state and national committees and task forces, including the Governor's Task Force on School Safety, the Illinois Attorney General's School Crisis Assistance Team Steering Committee, the Illinois Criminal Justice Information Authority Crime Prevention Committee, the Illinois Children's Justice Task Force, the American Bar Association Center on Children and the Law-Child Safety Committee, and the National Center for Missing and Exploited Children Training Committee. Inspector Ellis has presented at state and national conferences. In 2006, he was a presenter at the 3<sup>rd</sup> Annual Contingency and Disaster Planning for K-12 Schools, Colleges and Universities in Toronto, Canada. He is a qualified instructor multi-hazard emergency planning for schools, school safety and security, incident command system, strategic planning, missing and exploited children investigations, community policing, domestic violence, problem solving, workplace violence and crime prevention.**

**Mr. Ellis has an Associates Degree from Lincoln Land Community College and attended Sangamon State University majoring in Criminal Justice Professions. He served as an adjunct faculty instructor for the University of Illinois Police Training Institute and completed numerous law enforcement certifications including criminal investigator, crime analyst, criminal intelligence, juvenile officer, police command college, and instructor development.**

## Training and Testing the Plan Unit 6

### *All Hazards Emergency Planning for Colleges and Universities*

Illinois Campus Security Task Force  
Illinois Terrorism Task Force

*August 2007*

---

---

---

---

---

---

---

---

## Training and Testing the Plan

### GOAL:

Improve the overall readiness and targeted capabilities of campus emergency response by validating training, emergency plans and procedures to reveal strengths and weaknesses, demonstrate operational capabilities, and to prepare personnel for real world events.

*IEEMA Exercise Program*

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Objectives

- Describe the types of training for campus personnel
- Explain the benefits of testing an emergency plan
- List the types of exercises and the purposes of each
- Determine the type(s) of exercise(s) required to test your campus plans
- Explain the steps involved in exercise development
- Create an exercise plan for your campus

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Training and Exercises

Training and exercises, such as drills and tabletop exercises, are invaluable tools for preparing staff and testing crisis plans

Training and exercises should reinforce concepts in the campus emergency plan

Training should be conducted regularly



---

---

---

---

---

---

---

---

---

---

## Training to Respond

- Orientation seminars:
  - Introduce new programs, policies, or plans
  - Review roles and responsibilities
  - Serve as a starting point for other training and exercises

---

---

---

---

---

---

---

---

---

---

## Training To Respond

What information might you include in an orientation seminar?

- General plan concepts
- Staffing assignments
- Roles and responsibilities
- General procedures
- Testing schedule and timeframes



---

---

---

---

---

---

---

---

---

---

## Training for Campus Staff & Faculty

Train **all** staff on emergency response procedures

Provide additional training to campus personnel based upon their role in an emergency response

- Incident command team
- School emergency response team
- Professors/Teaching assistants
- Adjunct faculty
- Facility managers/maintenance staff
- Other non-instructional staff (food service workers, front office staff/secretaries, volunteers)

Consider training with community partners

Deliver training at faculty meetings and in-service sessions or through the web or email messages

---

---

---

---

---

---

---

---

---

---

## Why Exercise?

Why would you want to test your campus plan?

- To reveal training needs.
- To reveal planning weaknesses.
- To reveal resource needs.
- To improve coordination.
- To clarify roles and responsibilities.
- To improve individual performance.

---

---

---

---

---

---

---

---

---

---

## Exercises

Types of Exercises

- Orientations
- Drills
- Tabletops
- Functional Exercises (i.e., exercise on portion of response, such as communication, evacuation, etc.)
- Full-scale Exercises

After Action Reviews (debriefs) are critical after exercises.

---

---

---

---

---

---

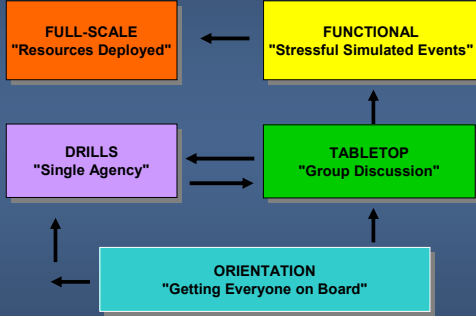
---

---

---

---

## Types of Exercises



ERCOT T/A Center  
US Dept of Education

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Types of Exercises

### Tabletop Exercises:

- Lend themselves to low-stress discussion of plans, policies, and procedures
- Provide an opportunity to resolve questions of coordination and responsibility
- Enable staff to perform assigned emergency roles and responsibilities by operating as if it were a real emergency



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Types of Exercises

### Drills:

- Practice and perfect a single emergency response function (e.g., evacuation, lockdown, shelter-in-place).
- Provides field experience

### Key Messages:

- Communicate information about the drills in advance
- Evaluate and document results/lessons learned in after action report
- Include community partners
- Drill under different conditions



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Emergency Procedures Tested by Drills

- Fires
- Severe Weather/Tornadoes
- Bomb threat
- Intruder
- Earthquake
- Hazardous materials release
- Explosion
- Campus ICS team
- Emergency Communications



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Types of Exercises

### Functional Exercises:

- Test specific plan functions.
- Test one function at a time.



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Types of Functional Exercises

- Student accounting
- Medical treatment/ triage
- Emergency public information
- Decontamination
- Search and rescue
- Establishing temporary shelters



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Full Scale Exercise

- This event tests the campus and community's total capability
- The exercise is close to reality as possible
  - Involves role players
  - Deployment of equipment
  - May last several hours or days
  - Requires comprehensive planning with community first responder agencies and emergency management

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

---

---

## Developing Exercises

How can you decide which areas to include in an exercise?

- Address serious problems first.
- Match the problem to the exercise type.
- Cover only what's reasonable in the time allotted.

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

---

---

## Developing Exercises

- Exercise only the parts of the plan identified in the objectives.
- Don't add unnecessary complications.
- Plan for evaluation "up front."



Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

---

---

## Activity: Developing a Functional Exercise

- Select a function from your emergency plan.
- Assume that training has been completed.
- Use the worksheet in the Participant Manual to design a functional exercise.
- You have 15 minutes to complete this activity.

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---

## Unit Summary

- All campus personnel need training in the emergency plan so people will know what is expected of them in responding to emergencies
- Different types of exercises can be used to test your campus emergency plan, with drills, tabletop exercises, and functional exercises used most frequently
- When developing exercises, issues to consider when limiting scope include the seriousness of the problem, the capability of the exercise to address the problem, and the length of the exercise
- Use exercises as effective ways to identify gaps and weaknesses in plans, develop improvements and reinforce training

Unit 6:  
Training and Testing the Plan

---

---

---

---

---

---

---

---



## **THE NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)**

The National Incident Management System (NIMS) is the United States' uniform system for managing domestic incidents and is suitable for schools to implement in the four phases of their crisis planning: 1) prevention-mitigation; 2) preparedness; 3) response; and 4) recovery. The NIMS is a comprehensive approach to crisis planning and is a framework for federal, state, local and private agencies to effectively and collaboratively manage incidents using a core set of concepts, principles, procedures, processes, terminology and standards. The NIMS structure mirrors the measures schools currently take to ensure student and staff safety and provides formalized support to schools' safety efforts. Through the NIMS, schools are better prepared to handle major incidents and work with first responders.



### **The NIMS at a Glance**

Established on March 1, 2004, by Homeland Security Presidential Directive 5 (HSPD-5), the management of domestic incidents, the NIMS specifies the standardized methods

all emergency responders should follow to plan, coordinate and carry out responses to a variety of incidents. It allows schools and local agencies to jointly manage incidents, regardless of their causes, sizes, locations or complexities. Reflecting proven practices of the U.S. Department of Homeland Security (DHS), the Federal Emergency Management Agency (FEMA), the U.S. Fire Administration and a host of other federal agencies, the NIMS provides flexibility and support for integrated, collaborative action by government agencies and private entities—including schools—during a crisis. Local jurisdictions, including school districts that receive federal emergency preparedness funding, are required to comply with the NIMS.

### **The NIMS Integration Center**

The DHS created the NIMS Integration Center (NIC) to: facilitate the development of national emergency management standards; provide strategic oversight for the effective execution of DHS principles and procedures; and fulfill annual implementation requirements through technical assistance. The NIC offers interagency tools for establishing community partnerships and adopting the NIMS to ensure first-responder services are delivered in a timely and effective manner. The NIC has five departments dedicated to implementing and integrating the NIMS: Resource Planning and Coordination; Training and Exercises; System Evaluation and Compliance; Standards Technology; and Research and Development.

## QUESTIONS ABOUT THE NIMS?

School emergency planners can submit questions about the NIMS to FEMA's Web site: <http://faq.fema.gov/>. Responses are posted under the frequently asked questions section. Also, the NIC maintains a Listserv for providing timely updates

and resources. To add your name to the Listserv, send an e-mail to **NIMS-Integration-Center@dhs.gov**. Write *subscribe to listserv* in the subject line. Schools can also use this address to pose questions directly to the NIC.

## NIMS Compliance for School Districts

As policy and technical issues develop and are clarified each fiscal year, the NIMS' requirements evolve. Since fiscal year 2005 (FY 05), community adoption of the NIMS has been a DHS priority.

School districts that received FY 06 federal emergency preparedness funds should:

- **Require completion of NIMS awareness courses.** Key school emergency personnel from school districts using federal preparedness funds are required to complete the following courses provided by FEMA's Emergency Management Institute (EMI): National Incident Management System: An Introduction (IS-700); National Response Plan: An Introduction (IS-800); Introduction to the Incident Command System (IS-100); and

ICS for Single Resource and Initial Action Incidents (ICS-200). Course information is available at: <http://www.training.fema.gov/emiweb/IS/> (accessed July 13, 2006).

- **Adopt NIMS principles and policies.** School districts and local government agencies should adopt the NIMS formally through orders or resolutions. In many cases, local government adoption of the NIMS might fulfill this requirement for school districts, as would the adoption of the NIMS through school boards. The NIC has developed sample language and templates for drafting orders or resolutions, which are accessible through the NIMS tools and templates link at: [http://www.fema.gov/emergency/nims/nims\\_toolsandtemplates.shtm](http://www.fema.gov/emergency/nims/nims_toolsandtemplates.shtm) (accessed July 13, 2006).
- **Assess and establish a baseline for compliance with NIMS.** School districts should coordinate with community partners to: assess their overall alignment and compliance with the NIMS; identify requirements already met; establish a baseline for NIMS compliance; and determine action steps, such as developing a plan and timeline, to achieve and maintain all NIMS goals. The NIMS Capability Assessment Support Tool (NIMCAST) assists jurisdictions in establishing a baseline for compliance and evaluating incident



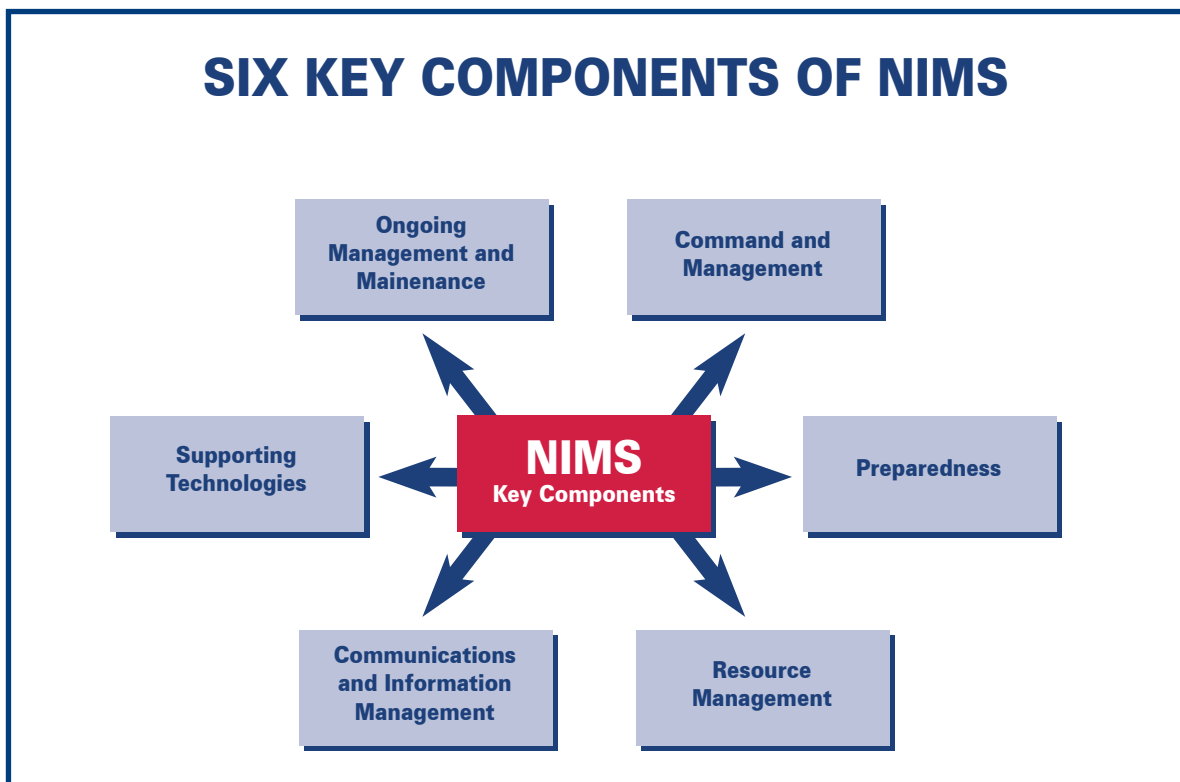
response and management capabilities. The NIMCAST is a Web-based, self-assessment system that corresponds to each NIMS requirement. It is available at: <http://www.fema.gov/nimcast/index.jsp> (accessed July 13, 2006).

- **Develop a time frame and strategy for full NIMS implementation.** Based on the NIMCAST assessment results, school districts should strategically plan, schedule and conduct all activities with their community partners. The activities must be aligned with each other and include implementation procedures.
- **Institutionalize the Incident Command System (ICS).** For details about the ICS, see the section on the NIMS' Command and Management component.

School districts using FY 06 federal emergency preparedness funds must implement these community adoption strategies as well as carry out new FY 06 NIMS compliance activities. For a matrix outlining the FY 06 NIMS requirements for local governments, including school districts, visit: [http://www.fema.gov/pdf/emergency/nims/nims\\_tribal\\_local\\_compliance\\_activities.pdf](http://www.fema.gov/pdf/emergency/nims/nims_tribal_local_compliance_activities.pdf) (accessed July 13, 2006).

### Six Key Components of NIMS

NIMS features six integrated components that are the foundation of its systematic approach for responding to incidents. They are: 1) Command and Management; 2) Preparedness; 3) Resource Management; 4) Communications and Information Management; 5) Supporting Technologies; and 6) Ongoing Management and Maintenance.



## 1. Command and Management

Within the NIMS framework, the Command and Management component creates three vital response systems: an ICS; multiagency coordination systems; and public information systems.

### *Incident Command System (ICS)*

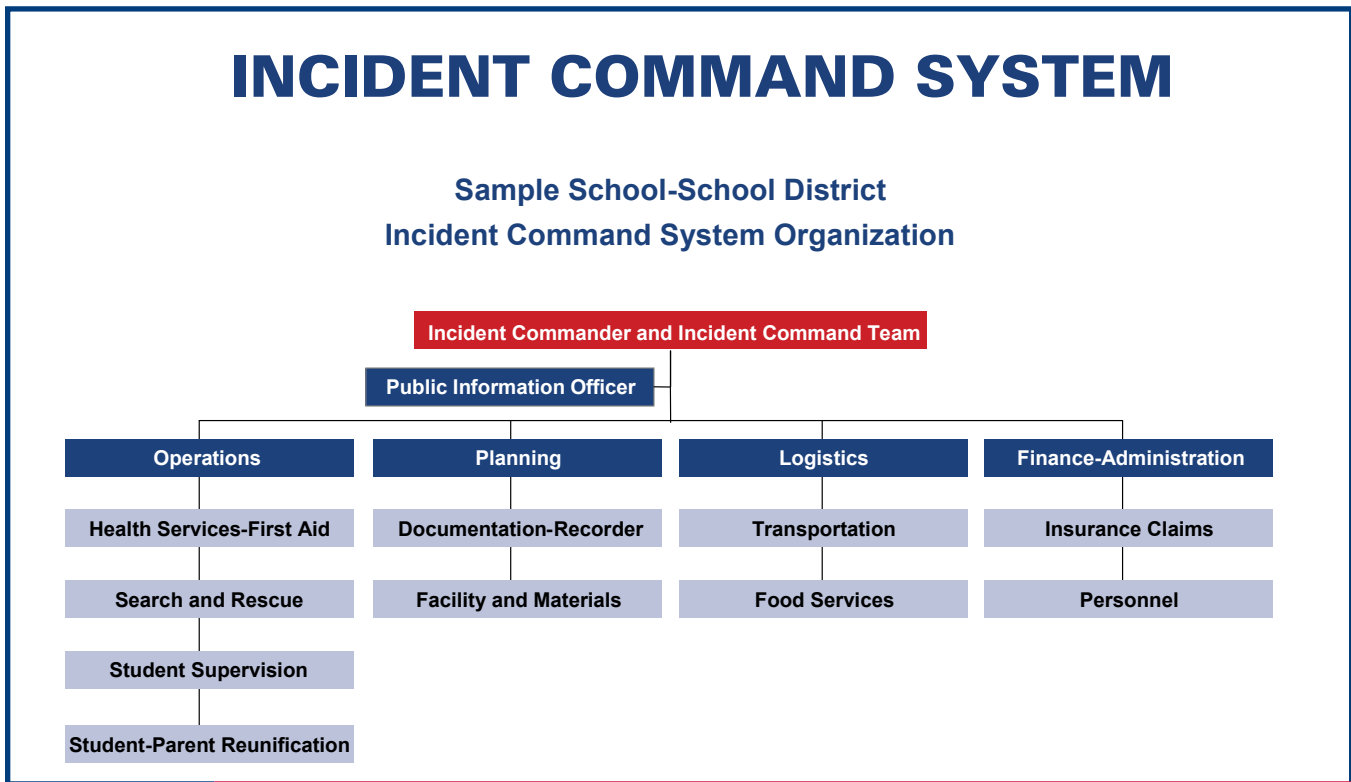
An ICS is the standard strategy for handling all school-related incidents, whether the school is the sole responder or community emergency responders also participate. The ICS: outlines how to address and manage emergencies; provides an operating structure; offers guiding concepts, principles and protocols; and establishes a command center, command team and an incident commander.

The ICS manages both short- and long-term operations for a broad range of emergencies, from small to complex incidents, both natural

and man-made. The system activates roles and responsibilities based on the intensity and duration of an incident. For example, the facilities team is activated when the incident commander requires maps, blueprints or utility shut-off procedures. An ICS has five functions in all incidents that might occur on a school's campus: Command; Operations; Planning; Logistics; and Finance-Administration.

The graphic below outlines a sample ICS for a school- or district-based team. The chart indicates that one incident commander oversees all response activities. Reporting to the incident commander are teams that support the ICS.

- **Command.** This function is performed by the incident commander, who coordinates and manages all ICS functions. The person serving in this position may be replaced to correspond with different types of incidents,



and may be replaced *during* an incident depending on its level of severity and the level of activation. For example, since the majority of school-based incidents do not require police or fire department assistance, a school official may serve as the incident commander and lead a command team of school personnel. A bomb threat, however, would definitely involve the fire and police departments and would require the school's incident commander to transfer command to law enforcement. The commander's role and the transfer of command are determined in advance through the partnership agreements and memoranda of understanding that are fundamental to all effective emergency management plans.

- **Operations.** Operations roles and responsibilities focus on well-being and accountability. For example, the Health Services-First Aid, Search and Rescue, Student Supervision, and Student-Parent Reunification teams fall under the purview of Operations. Those assigned to Operations may: check outdoor areas for students and staff; maintain student and staff emergency contacts and medical and medications information; oversee emergency kits and supplies; keep cellular phones or two-way radios to ensure constant communication; and assist students and staff with special needs. The Operations team also oversees the parent-student reunification process to ensure student and staff accountability, including the management of the student-parent reunification center.

- **Logistics.** The Logistics team secures and coordinates resources needed by students, staff and first responders during an incident, including food, shelter and other supplies. The team is responsible for acquiring any physical items that may be needed, such as back-up generators or buses. For example, the Logistics team may be responsible for ensuring that transportation is available to take students to the student-parent reunification center.
- **Planning.** The Planning team ensures that the needs of all students, staff, visitors and parents are met by planning incident responses, assigning predesignated roles and responsibilities, and providing training to staff. The team also plans and conducts exercises, completes after-incident debriefings and after-action reports, and modifies the emergency plan as needed. A member of the Planning team is also generally responsible for documenting all practice exercises and real responses. For example, a school secretary may serve as the "recorder" on the Planning team and take detailed notes on specific events or the actions taken during an actual emergency.
- **Finance-Administration.** The Finance-Administration team's responsibilities often depend on the severity and duration of an incident. Initial responsibilities include recording staff hours and expenses and supplying documentation after the disaster. Documentation is needed for insurance claims and requests for assistance to district, state or federal governments.

To integrate the NIMS Command and Management component into school emergency management efforts, schools and school districts should identify, in advance, essential teams, select incident commanders and provide ICS training for staff. Schools and school districts may also launch and manage incident command centers to:

- Involve incident commanders in all planning activities;
- Identify tasks to be performed during emergencies and issue assignments in advance;
- Designate and train school incident commanders (and two back-up commanders) to control the crisis until first responders arrive and command is transferred;
- Ensure that all faculty and staff know who their incident commander is before and during an emergency;
- Establish a clear chain of command to eliminate confusion during an emergency, and ensure that each person reports to only one individual;
- Create teams for each ICS function (The NIC recommends that, when possible, a team leader be responsible for directing only three to seven people. Generally, five to seven is optimal for teams; however, this may not be feasible for smaller schools, and they should plan accordingly.); and
- Provide easily recognizable identification (e.g., hats or vests) to each member of incident command teams so first responders can quickly identify team members during an emergency.



#### *Multiagency Coordination Systems*

When incidents cross disciplinary or jurisdictional boundaries or involve complex incident management scenarios, a multiagency response may be warranted. A multiagency coordination system uses common facilities, equipment, personnel, procedures and communications to: support incident management policies; facilitate logistics; inform resource allocation decisions; organize incident-related information; and manage interagency and intergovernmental issues and responses. For example, if a school received a bomb threat, the school's incident commander would activate the response plan, calling for fire and police department assistance. As responders arrived on the scene, the multiagency coordination system would be activated, usually at the county or city emergency operations center (EOC) to coordinate interagency support for the incident commander or the unified command, if the latter is established at the incident site.

Adopting standardized emergency management methods formalizes collaboration and fosters a high level of accountability while promoting efficiency. To ensure that school procedures and equipment complement those of community responders, school districts should work closely with community partners, including state, local, private and nonprofit entities, to:

- Ensure compatibility of communication devices;
- Designate, in advance, roles and responsibilities, including the chain of command;
- Integrate procedures from all response partners, including public health, mental health, and fire and law enforcement agencies; and
- Identify and use simple terminology.

#### *Public Information System*

An effective public information system establishes protocols for conveying timely and accurate information to the public during an incident and presents unified communication from multiple agencies.



During a multiagency response, a joint information center or central location for crisis communication should be quickly set up. The joint information center provides a site where a designated public information officer from each agency can meet to determine the content of planned communication and carry out media relations functions while avoiding on-the-scene interference with emergency response personnel and activities. The joint information center should have support staff representing each responding agency.

Depending on the nature of the incident, the joint information center might be located on or near a school campus. During incidents that occur beyond school grounds, the joint information center should be situated at a separate location predetermined by the local emergency plan. Schools should have a plan for both scenarios.

To seamlessly integrate a public information system into the NIMS Command and Management function, school districts should:

- Identify a public information officer to be the primary liaison for communicating with the public during an emergency;
- Disseminate all pertinent information through the designated public information officer; and
- Create their own information centers to execute predetermined processes and procedures for communication during and after a crisis.

## 2. Preparedness

The NIMS Preparedness component spans the prevention-mitigation and planning stages of emergency management. Using information from the prevention-mitigation phase, the preparedness component addresses standards in three categories: planning, training and conducting functional exercises. These standards guide schools when addressing preparedness issues such as personnel qualification and certification, equipment acquisition and certification, and publication management.

### *Planning*

Planning and preparedness are vital for keeping schools safe during an emergency; schools must create protocols and procedures for responding to all hazards. NIMS planning activities are similar to the measures schools already take to ensure student and staff safety at all times. Aligning these school activities with community emergency plans and NIMS regulations by addressing issues such as communications, equipment and training, will generate policies and procedures that complement those of local first responders.

To integrate planning into NIMS preparedness, school districts should:

- **Establish the NIMS baseline.** School districts can chart their progress toward full NIMS implementation by establishing a baseline against FY 06 implementation requirements. The NIMCAST can facilitate this process and is available at: [www.fema.gov/nimcast/index.jsp](http://www.fema.gov/nimcast/index.jsp) (accessed July 13, 2006).



- **Coordinate funding.** School districts are encouraged to work with local first responders and community partners to coordinate all federal emergency preparedness funding. A list of federal preparedness grant programs reported to the NIC is available at: [http://www.fema.gov/pdf/nims/federal\\_prep\\_grant\\_prog.pdf](http://www.fema.gov/pdf/nims/federal_prep_grant_prog.pdf) (accessed July 13, 2006).
- **Participate in and promote intrastate and interagency mutual aid agreements.** School districts should consider collaborating with their state education agencies to create mutual aid agreements among partners. Schools can access information and resource on how to enhance mutual aid at: [http://www.fema.gov/emergency/nims/mutual\\_aid.shtm](http://www.fema.gov/emergency/nims/mutual_aid.shtm) (accessed July 13, 2006).

- **Revise standard operating procedures (SOPs) to reflect NIMS regulations.**

Schools and school districts should work with community partners to update and revise all SOPs, ensuring that all aspects of the NIMS—policies and principles, planning, training, response, exercises, equipment, evaluation and corrective actions—are incorporated.

### *Training*

Schools choose training topics based on prevention and preparedness efforts, prioritized threats and identified issues derived from assessments. Schools should develop training programs with community responders to capitalize on responders' expertise and ensure consistent learning. Training needs can be addressed when crafting the memoranda of agreement between agencies.

In addition to general staff training and courses required for NIMS compliance (IS-100, IS-200, IS-700 and IS-800) school emergency leadership personnel could consider taking additional online training courses provided by FEMA's Emergency Management Institute (EMI), such as Multi-Hazard Emergency Planning for Schools Train-the-Trainer (IS-362). Course information is available at: <http://www.training.fema.gov/emiweb/IS/> (accessed July 13, 2006).

### *Functional Exercises*

Functional emergency exercises such as drills and tabletop activities reinforce concepts presented in training and provide opportunities for practice. When performed in conjunction with community responders, school-based

functional exercises and drills also support the collaboration and highlight plan areas that need to be changed or refined. These exercises should incorporate the NIMS and an ICS. FEMA offers guidance on conducting exercises at: <http://ojp.usdoj.gov/odp/exercises.htm> (accessed July 13, 2006).

To integrate functional exercises into NIMS preparedness, schools and school districts should create a multiagency, all-hazard exercise program based on the NIMS and:

- **Conduct exercises.** School personnel can conduct tabletop exercises and functional drills to practice and assess preparedness.
- **Involve responders.** Tabletop exercises or drills should be done in collaboration with community partners from multiple disciplines and, if possible, multiple jurisdictions.
- **Incorporate corrective actions.** After completing tabletop exercises or drills, lessons learned and corrective actions should be identified and addressed in updating response plans and procedures.



### 3. Resource Management

Resource management involves: establishing systems and protocols for tracking resources; activating these systems prior to or during an incident; dispatching resources; and deactivating resources after incidents. By standardizing procedures with partner agencies, the NIMS ensures that resources move quickly and efficiently to support incident managers and emergency responders. NIMS-oriented resource management will enable schools to share and access community resources before, during and after a crisis. To ensure school compliance with the NIMS, schools should:

- **Use resource typing.** Emergency response agencies and school districts should perform an inventory of community assets to identify, locate, request, order and track outside resources quickly and effectively and facilitate the allocation of these resources as they are requested by various schools or jurisdictions. This is known as “resource typing,” and it promotes mutual aid. This formalized activity is designed to enhance emergency readiness and response at all levels of government in a community. The resource typing system is a comprehensive and integrated system that provides jurisdictions the flexibility to augment response resources during an incident. Schools can review the DHS resource typing standards and resource typing definitions at: [http://www.fema.gov/emergency/nims/mutual\\_aid.shtm](http://www.fema.gov/emergency/nims/mutual_aid.shtm) (accessed July 13, 2006).
- **Use national guidance.** Schools should use a national guidance protocol for resource acquisition. Schools are encouraged to work with their community partners to select items that meet the national standards for equipment, communication and data interoperability. This collaboration will ensure compatibility and facilitate integration when sharing resources. The DHS offers guidance through its SAFECOM Program available at: <http://www.safecomprogram.gov/SAFECOM> (accessed July 13, 2006).

### 4. Communications and Information Management

The NIMS prescribes standardized communication and information management strategies for both incident and information management, giving responders from all agencies, including school districts, common operating terminology and processes for more effective, consistent and timely decisions.

To ensure school compliance with the NIMS, schools should use common language. Incident response commands should be communicated uniformly and understood easily by school district staff, first responders and all other community partners. School district staff should use vocabulary and terminology that match that of their community partners. Clear communication standards, including encouraging the use of plain English, should be developed and used across the district.

## 5. Supporting Technologies

Supporting technologies, such as voice and data communication and information and display systems, provide essential capabilities for implementing and refining responses under the NIMS. By focusing on interoperability and compatibility of school equipment (e.g., handheld radios and automated external defibrillators) with equipment used by first responders, school districts can improve their capacity to respond more effectively and at lower costs.

To ensure school compliance with the NIMS, schools should follow national emergency management guidelines. By adhering to relevant national standards, school districts can meet the equipment, communication and data accessibility and interoperability objectives

addressed in acquisition programs such as SAFECOM. SAFECOM provides guidance and assistance for purchasing equipment and fulfilling NIMS compliance while allowing for connectivity with other agencies.

## 6. Ongoing Management and Maintenance

School districts should review their compliance status annually to ensure that they are adequately prepared for emergencies. For example, just as school emergency supplies need to be monitored and replenished, so should continued compatibility with community partners' equipment be evaluated. Additionally, the DHS provides annual NIMS directives and updates that school districts should support, and the NIC provides ongoing technical assistance and guidance on all NIMS updates.

## RESOURCES

### Emergency Management Institute (EMI)

The Federal Emergency Management Agency's (FEMA) Emergency Management Institute (EMI) provides training based on the four phases of emergency management—prevention-mitigation, preparedness, response and recovery—to equip first responders, government officials, private and public sector personnel, and school administrators and staff to reduce the impact of a crisis.

More information is available at: <http://www.training.fema.gov/EMIweb/> (accessed July 13, 2006).

### Homeland Security Presidential Directive 5: Management of Domestic Incidents

In 2003, President Bush signed Homeland Security Presidential Directive 5 (HSPD-5) on the management of domestic incidents. The purpose of the directive is to “enhance the ability of the United States to manage domestic incidents by establishing a single, comprehensive national incident management system.”

More information is available at: <http://www.dhs.gov/dhspublic/display?content=4331> (accessed July 13, 2006).

## RESOURCES (con't.)

### Homeland Security Presidential Directive 8: National Preparedness

The DHS Office of Domestic Preparedness offers information regarding Homeland Security Presidential Directive 8 (HSPD-8) on national preparedness. The directive requires a “national domestic all-hazards preparedness goal” to guide: federal departments and agencies; state, local and tribal officials; the private sector; nongovernmental organizations; and the public in determining how to most effectively and efficiently strengthen their emergency preparedness capabilities.

More information is available at: <http://www.ojp.usdoj.gov/odp/assessments/hspd8.htm> (accessed July 13, 2006).

### SAFECOM Program

The SAFECOM Program, offered through the Science and Technology Directorate’s Office for Interoperability and Compatibility at DHS,

is a communications program that provides research, development, testing, evaluation, guidance and assistance for local, tribal, state and federal public safety agencies and has resources for fulfilling NIMS implementation regulations.

The program is available at: <http://www.safecomprogram.gov/SAFECOM> (accessed July 13, 2006).

### Tribal Government and Local Jurisdiction Compliance Activities

Prepared by the NIC, this document includes the NIMS Implementation Matrix for Tribal and Local Jurisdictions. The matrix provides details for each FY 06 compliance activity with resources and related future activities.

The document is available at: [http://www.fema.gov/pdf/nims/nims\\_tribal\\_local\\_compliance\\_activities.pdf](http://www.fema.gov/pdf/nims/nims_tribal_local_compliance_activities.pdf) (accessed July 13, 2006).

The ERCM TA Center would like to thank Kyle W. Blackman, chief, Resource Planning and Coordination branch, and the NIMS Integration Center (NIC) staff for their assistance in the production of this newsletter and for their ongoing support.

For information about the Emergency Response and Crisis Management grant program, contact Tara Hill ([tara.hill@ed.gov](mailto:tara.hill@ed.gov)), Michelle Sinkgraven ([michelle.sinkgraven@ed.gov](mailto:michelle.sinkgraven@ed.gov)), or Sara Strizzi ([sara.strizzi@ed.gov](mailto:sara.strizzi@ed.gov)). Suggestions for newsletter topics should be sent to the ERCM TA Center Suggestion Box at [www.ercm.org](http://www.ercm.org).

This publication was funded by the Office of Safe and Drug-Free Schools at the U.S. Department of Education under contract number GS23F8062H with Caliber Associates, Inc. The contracting officer’s representative was Tara Hill. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. government. This publication also contains hyperlinks and URLs for information created and maintained by private organizations. This information is provided for the reader’s convenience. The U.S. Department of Education is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of information or a hyperlink or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered.



**NAAG Task Force on School Safety**  
*Attorney General John Suthers (CO), Co-Chair*  
*Attorney General Patrick Lynch (RI), Co-Chair*

Vicki M. Stormo  
Biography  
&  
Material

Vicky M. Stormo is in her 28th year of law enforcement service. She currently serves as the Chief of Police at the University of Washington in Seattle, a fully accredited law enforcement agency. The fifty commissioned officers of the University of Washington Police Department oversee 680 acres with a service population of 67,000 people. The University of Washington police are faced with many challenges including activism in the Northwest that has led to the WTO riots and arson of the Urban Horticulture Center, dignitary protection, managing football games with 74,000 screaming Husky fans, a top ten Medical Center and Health Sciences department, and a major research institution.

Chief Stormo has served as the Chief at the University of Washington since August of 1999. She retired from the Albuquerque Police Department at the rank of lieutenant to take the chief's job in Seattle. While in Albuquerque, she worked in many facets of the department, including patrol, detectives, civil litigation, operations review, watch commander, communications center commander, and recruiting and selection. She was credited with increasing the number of women applicants from 8% to 25% while serving as the Recruitment and Selection commander and has spoken nationally about the strategy used to attract women along with the Institute for Women in Trades, Technology and Sciences (IWITTS). In her law enforcement career, she was the Officer of the Month in her rookie year, was featured on Paul Harvey for solving a series of armed robberies utilizing computers when computer technology was new to law enforcement, and has received the New Mexico Commission on the Status of Women Trailblazer award and the YWCA Woman on the Move award. She has also received the Breaking the Glass Ceiling award from the National Center for Women and Policing.

Chief Stormo has a Bachelor of Science degree in Criminology from the University of Albuquerque and a Masters in Public Administration from the University of New Mexico. She was a state certified instructor in New Mexico and served as a subject matter expert for assessment centers. Chief Stormo is a past President of the National Association of Women Law Enforcement Executives.

# Real Time Response

Lessons Learned from Crisis on Campus

By: Chief Vicky M. Stormo  
University of Washington

---

---

---

---

---

---

---

---

## Gould Hall



---

---

---

---

---

---

---

---

## Gould Hall



---

---

---

---

---

---

---

---

## Murder-Suicide



---

---

---

---

---

---

---

---

## Response

- ◆ April 2, 2007 9:23 am
  - Non emergency number
  - 911 not used
  - Rapid response/active shooter protocols
  - Told people to leave - no response

---

---

---

---

---

---

---

---

## Systems in Place

- ◆ UWPD officers highly trained
  - Active shooter
  - Workplace violence
  - Part of UW Assessment team
  - PIO's
  - Working relationships
  - ICS

---

---

---

---

---

---

---

---

## Systems in Place

- ◆ Workplace Violence policy
  - WPV assessments
  - Domestic Violence policy
  - Web page

---

---

---

---

---

---

---

---

## Issues

- ◆ Self-dispatching
- ◆ Media
- ◆ Family response to scene
- ◆ Response to family – notification/information
- ◆ University statements to media
  - Policy vs. criminal case

---

---

---

---

---

---

---

---

## Issues

- ◆ Process
  - Handling of protection orders, etc.
  - WPV policy
    - ◆ be careful of what you write
    - ◆ Education
    - ◆ Supervisor training

---

---

---

---

---

---

---

---

## Issues

- ◆ Communication
  - Campus wide expectations
  - Emergency management vs. from administration
  - Communication plan

---

---

---

---

---

---

---

---

## Issues

- ◆ Crisis response team
- ◆ Policy review
- ◆ One place to call
- ◆ Problems with faculty listening

---

---

---

---

---

---

---

---

## Points

- ◆ Not a perfect world
  - Learn from each one
  - Be proactive
  - Practice
  - Develop
  - Review
  - Test

---

---

---

---

---

---

---

---

## Points

- ◆ Make every effort to do the right thing
- ◆ Never accept the status quo
- ◆ What you have control of and what you don't
- ◆ Individual actions/responses
- ◆ Universities/Colleges focused on now
  - 4 other murder-suicides in Seattle area since
  - Little coverage if any

---

---

---

---

---

---

---

---

## Information

Vicky M. Stormo  
Chief of Police  
University of Washington Police Department  
1117 NE Boat St.  
Seattle, WA 98105-6797  
206-543-0521  
vpeltzer@u.washington.edu

---

---

---

---

---

---

---

---

## Resources

- ◆ [www.washington.edu](http://www.washington.edu)
  - Search
    - ◆ Workplace violence
    - ◆ CIDR
    - ◆ SafeCampus

---

---

---

---

---

---

---

---

**NAAG Task Force on School Safety**  
*Attorney General John Suthers (CO), Co-Chair*  
*Attorney General Patrick Lynch (RI), Co-Chair*

# Alison Kiss Biography

## **Biography of Alison Kiss, Program Director**

Alison Kiss has worked in victim's services for over seven years as both an employee and volunteer. She is the Program Director for Security On Campus, Inc., the national non-profit that focuses on safer campuses for college students. Previously, she served as the Manager of the Outreach and Education department at a Domestic Violence agency/ Rape Crisis Counselor in Delaware County, Pennsylvania. In that position, she trained high school students, college students and personnel on intimate partner violence and stalking. She also consulted with judicial affairs departments at the university level to assist them with designing and implementing school policies regarding domestic abuse and stalking. Alison has also worked as a victim's advocate for sexual assault, sexual abuse, and rape at the Women's Emergency Shelter in Waterbury, CT . Alison's graduate work includes a thesis on "Crisis Management in Response to School Shootings." Prior to her work as a victim's advocate and prevention education specialist, Alison taught high school Spanish for five years. She also served as a public affairs intern at the United States Department of Justice in Washington, D.C. while obtaining her Bachelor of Arts degree in Psychology and Spanish from the Catholic University of America in 1998. Alison is an Academic All-American Athlete in Cross Country and Track. Alison completed a Master of Science degree in Criminal Justice from Saint Joseph's University in December 2005. Alison has been with SOC since October 2005.

