

If Lightning Strikes

All Hazards/Critical Incident Management Planning for
Higher Education



DCJS 2020

MIKE CLESCERI

At the end of this session you will

- ▶ Define comprehensive emergency management
- ▶ Recognize the importance of emergency planning to meet the unique needs of higher education and the functional capacities of its public safety and emergency management planning teams
- ▶ Identify hazards that present risks for higher education institutions and the impacts of those hazards
- ▶ Identify the process and benefits of conducting an “all hazards” risk assessment
- ▶ Create a partnership with internal and external stakeholders
- ▶ Identify and assemble an effective planning team
- ▶ Develop/revise a multi-hazard Critical Incident Management Plan or Emergency Operations Plan
- ▶ Develop and implement a strategy for training and testing the CIMP/EOP

Around the Horn

- ▶ Campus law enforcement or campus security
- ▶ College administrators
- ▶ Counseling professionals
- ▶ Emergency Managers
- ▶ Emergency Medical Services/Firefighters
- ▶ General counsel or attorney's
- ▶ Human resources
- ▶ Municipal or county law enforcement
- ▶ Public relations
- ▶ Student affairs
- ▶ Threat assessment professionals

What is Comprehensive Emergency Management?

Our (College/University, Federal, State or local government entities) "responsibility and capability for managing all types of emergencies and disasters by coordinating the actions of numerous agencies" (FEMA)

Presidential Policy Directive / PPD-8

- ▶ 2007- aimed at strengthening the security and resilience of the United States through systematic preparation for threats that pose the greatest risk to the security of the nation, including acts of terrorism, cyber attacks, pandemics, and catastrophic natural disasters.
- ▶ What do we think of when we look at this directive?

National Preparedness

PPD-8 - Links together...

- ▶ National Preparedness System: How we get there
- ▶ National Planning System: What we deliver
- ▶ Annual National Preparedness: How well we are doing
- ▶ Whole Community Initiative: Who we engage

Presidential Order /States Responsibilities

Presidential Policy Directive 8 (PPD-8)

Guidelines/Requirements:

- ▶ State statute or ordinance
- ▶ County Emergency Management
- ▶ Department of Higher Education Requirement
- ▶ Institutional requirements

Integration – Whole Community

NATIONAL RESPONSE FRAMEWORK (NRF) EMPHASIZES PARTNERSHIPS



American Red Cross



NATIONAL RESPONSE FRAMEWORK (NRF) EMPHASIZES PARTNERSHIPS

- ▶ Local and Tribal Governments
- ▶ States and Territorial Governments
- ▶ Federal Government
- ▶ Individuals and Households
- ▶ Nongovernmental Organizations (NGOs)

What is an Emergency Operations or Critical Incident Management Plan?

A framework to manage the immediate actions and operations required to respond to an emergency, including initial recovery activities and responsibilities.

Mission Areas and Core Capabilities

- ▶ Preparedness - What are our capabilities to avoid, prevent or stop?
- ▶ Response – Necessary capabilities after the fact to meet those needs
- ▶ Recovery – Capabilities necessary to assist in recovery after an incident
- ▶ Prevention/Mitigation – Necessary capabilities to reduce loss of life and property



Types of Hazards

- ▶ Human-Caused
- ▶ Natural
- ▶ Technological

Human-Caused Hazards

- ▶ Hazardous Material Incidents
 - ▶ Chemical
 - ▶ Nuclear
 - ▶ Toxic Materials in labs or research facilities
- ▶ Terrorism
 - ▶ Explosion
 - ▶ Biological threats
 - ▶ Chemical threats
 - ▶ Weapons
 - ▶ Cyber
- ▶ Violence
 - ▶ Weapons on campus and active shooter situations
 - ▶ Vehicle ramming attacks
 - ▶ Criminal violence

Human Caused Hazards (Continued)

- ▶ Culture (Social and Institutional)
 - ▶ Institution can contribute
 - ▶ Social climate institutional culture
 - ▶ Lack of physical security or poor practices
 - ▶ *It will never happen here*

What's In the News Today

Super satisfying slimming suppers FAST FREE RECIPE PULLOUT 800

VIRUS PANIC HITS SCHOOLS

++ Pupils and staff sent home all over UK ++ Contagion strikes across Europe ++ Britons warned: Avoid north Italy

By Sophie Borland, Mario Latorre, Amelia Clarke and Ben Spencer

STAFF and pupils at 18 schools were sent home yesterday amid fears they have picked up coronavirus on ski trips to Italy.

The closure step was taken as the disease spread increased in Scotland across Glasgow, Aberdeen, Dumfries and Galloway and Orkney and Shetland. It also struck in north-west London, north-west London and north-west London.

The Foreign Office is now urging Britons to avoid all but essential travel to affected areas in north-west Italy. It also urged Britons to avoid all but essential travel to affected areas in north-west Italy.

The UK official remains in a state of confusion as it struggles to understand how the virus is spreading so widely in the north-west of Italy.

It is not clear how many Britons are in the area. It is not clear how many Britons are in the area.

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THE TIMES

Property hotspots
Sensid resorts to riverside retreats

Top sports events under threat from coronavirus

Road and air plans at risk as Heathrow bid rejected

Disasters over mass gatherings: Illness could spread for months. Army prepares emergency action.

Cast of 'The Crown' in Italy

Car emission finding

Fall in rough sleeping

Business loan guard

Assessing impact

The completion

United case through



Timothy West

The Daily Telegraph

Final week Subscribe now and save 35% (plus claim your gift and worth up to £75)

Schools and offices urged not to panic about virus

Ministers warn against 'over-reaction'

Trump attacks media as global cases soar

Johnson to tear up Brexit deal ground rules: Heathrow boss warns of runway trade risks

University admissions weekly statements

Your top of higher education's history review

Important news in the UK

News from the world

Colour up for the weekend

Turn to Page 2

Happy to be home Harry? Prince is back in Britain

SEE PAGE 11



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The Daily Telegraph

Major events in doubt as coronavirus fears grow

Football, sporting events and other large gatherings may face their toughest test

Wider role for the BBC

Enterprise and jobs

Travel news

How to stay safe

What's on TV

Weather

The Guardian

UK warns against mass panic as race to halt outbreak intensifies

Race of war in cases of virus among millions of new testing procedures

It's so much about stopping the panic for public confidence

Samaritans ditch new CEO after complaints

Alarm as flood defences breached in Shropshire



The Daily Telegraph

Back from the FED

CHINA KIDS STAY HOME

BACK-TO-SCHOOL PLEA

Force not with girls

ASH STAYING



Virus now growing faster outside China

Get out of town, now!

Evacuation order as another river threatens to breach flood defences

Save the planet! It's time to ditch the Earth!

Britain's high street operators accused of hypocrisy

Every continent apart from Antarctica hit by coronavirus, with 38 countries affected and total number of cases above 80,000

Frustration grows in UK over the lack of government advice for those most at risk, such as elderly and those with health conditions

Minister says not everyone affected will get a hospital bed

Six Nations rugby match between Ireland and Italy called off



What's the Impact

- ▶ International Students?
- ▶ Are you ready?
- ▶ Do you have a plan?
- ▶ Communicating (Need to know)?
- ▶ Inter-governmental Agreements with Health Department etc.
- ▶ Supplies
- ▶ Vaccination for employees if developed?
- ▶ Are you a vaccination distribution center or emergency evacuation shelter?
- ▶ What are the financial impacts?
- ▶ Brand?

If Lightning Strikes – Human Caused



Human Caused/Culture



Human Caused/Culture

Medical Research Hospital

- ▶ Access control
- ▶ Policy/Procedure
- ▶ Training/Education
- ▶ Employee buy in
- ▶ Cultural change is needed with employee buy in
- ▶ Employee survey on safety
- ▶ Risk assessment?
- ▶ What is the mitigation?

Natural Hazards

Natural hazards are commonly called natural disasters, include severe weather, infectious disease, bio and technological hazards.

- ▶ Tornados
- ▶ Hurricanes
- ▶ Thunder and Lightning Storms
- ▶ Ice or Snow
- ▶ Earthquakes
- ▶ Bio hazards
- ▶ Power outages
- ▶ Structural failures

Technological Hazard

Technological hazards refers to hazards that stem from technological or industrial conditions.

Technological Hazard

- ▶ **Information Technology** - Loss of Connectivity, Hardware Failure, Lost/Corrupted Data, Application Failure
- ▶ **Utility Outage** - Communications, Electrical Power, Water, Gas, Steam, Heating/Ventilation/Air Conditioning, Pollution Control System, Sewage System
- ▶ **Fire/Explosion** - Fire (Structure, Wildland), Explosion (Chemical, Gas, or Process failure)
- ▶ **Hazardous Materials** -Hazardous Material spill/release, Radiological Accident, Hazmat Incident off-site, Transportation Accidents, Nuclear Power Plant Incident, Natural Gas Leak Supply

All Hazards Critical Incident Management Plan

- ▶ **Basic Plan**-Overview and framework that details authority, participants, when to, how to etc.
 - ▶ Who can activate the Critical Incident Management Team
 - ▶ What does that team look like
- ▶ Internal/External Stakeholders
- ▶ Driven by statute or policy
- ▶ Annexes/Addendums
- ▶ Available resources?
 - ▶ Based on risk assessment?
 - ▶ If so? How was that done and who was involved?
- ▶ List of contact numbers for internal and external resources?
- ▶ Do you know who can declare a state of emergency for the college and university
- ▶ Do you train or drill to it?
 - ▶ Is this driven by statute or policy?
 - ▶ Internal and external stakeholders part of those drills?

Team Make up

- ▶ Who's is the Critical Incident Management Team?
- ▶ Situational (Response or planning)
- ▶ Consist of those that would fill the ICS or the TOC
 - ▶ IC
 - ▶ PIO
 - ▶ Liaison
 - ▶ Safety officer
 - ▶ Operations
 - ▶ Logistics
 - ▶ Planning
 - ▶ Finance

Senior Leadership

- ▶ Level of involvement
- ▶ High Level overview or hands on?
- ▶ Find them work and have them understand their roles
- ▶ Under pressure they will revert to what they know - Leaders

Training

FEMA Training required based on levels of responsibility

Incident Command Personnel

- ▶ ICS 100, 200, 700, 800 minimum
- ▶ Incident Managers ICS 300, 400

Executive Leaders

- ▶ G 0402 NIMS Overview for Senior Officials (Executives, Elected, & Appointed)

Emergency Planning Process

First Step – Identify hazards and conduct a risk assessment. Identify potential hazards. (FEMA)



Risk Assessment

Identifies the hazards your campus faces and assesses your campus's level of vulnerability to those potential events.

- ▶ Which natural, human-caused and technical hazards could affect your campus.
- ▶ What areas of the campus are vulnerable to the hazards
- ▶ What assets will be affected
 - ▶ To what degree these assets will be affected as measured in dollar losses

(FEMA)

Current Risk Assessment

Examples of how some institutions are assessing for risk and vulnerability:

- ▶ Risk assessment conducted by:
 - ▶ Campus police/security
 - ▶ Risk Management
- ▶ Insurance companies have a good assessment of physical resources
- ▶ Invite local or state or federal LEO to help assist with high risk buildings or functional areas
- ▶ Consider private security consultants

(FEMA)

Benefits of a Risk Assessment

- ▶ Helps guide decisions and resources for revision or creating a CIMP or EOP.
- ▶ Prioritizes resources to meet various hazards
- ▶ Increases awareness of hazards, risks and vulnerabilities among all stakeholders
- ▶ Encourages sharing with outside stakeholders to determine how their planning best fits into those on campus
- ▶ Makes it easier to respond and mitigate potential emergencies
- ▶ Federal, state and local funding could depend on having a well developed risk assessment

(FEMA)

Risk Assessment Step 1

- ▶ Identify hazards on your campus and within your community that may impact your campus
- ▶ Just listing them, and their direct and indirect impacts, helps identify the different risks to your campus

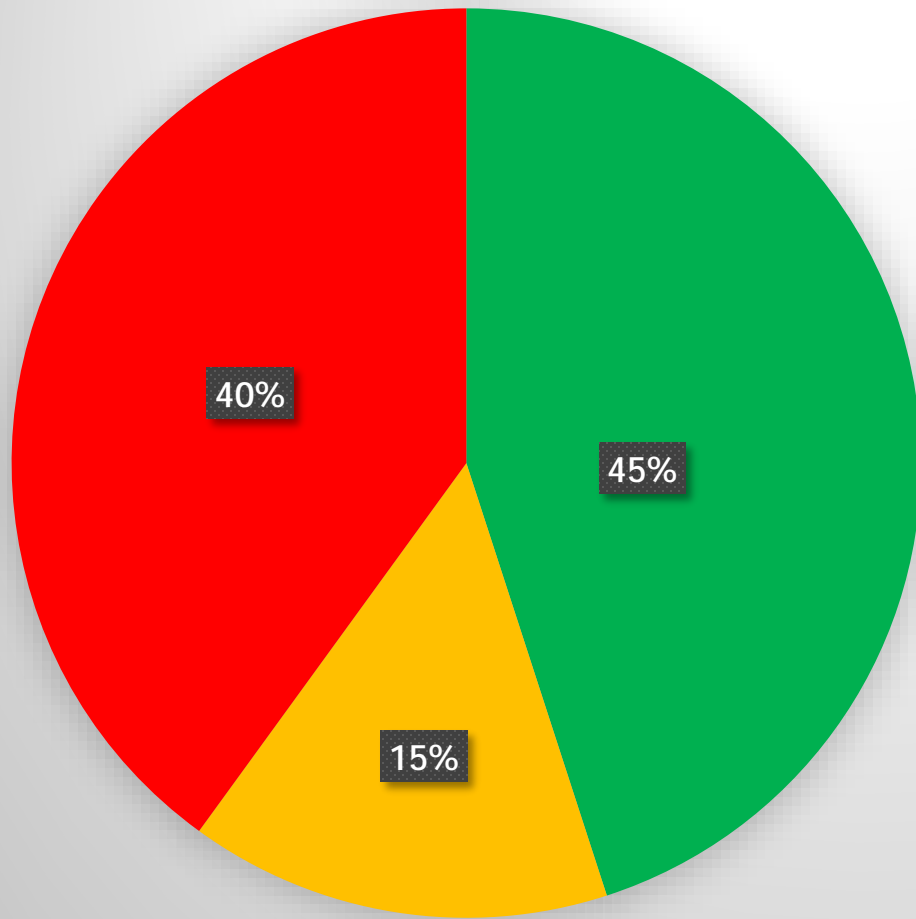
Obvious vs. Unknown

Some risks on your campus are obvious

- ▶ Natural, Human-caused and technological
 - ▶ Active shooter
 - ▶ Power failure
 - ▶ Severe weather
- ▶ Assets that can be affected
- ▶ Degree to which those can be affected

What about others? Maybe institutional culture or not thought about?

The Red Slice Issue: Unknown Unknowns



■ What we know we know

A plane hit one of the Twin Towers

■ What we know we don't know

How many dead or injured? Damage?

■ What we don't know we don't know

Another plane is headed to the second Twin Tower

The smaller the red slice, the better our decision making. Complexity makes the red slice grow.

1999 Texas A&M Bonfire Collapse



1999 Texas A&M Bonfire Collapse

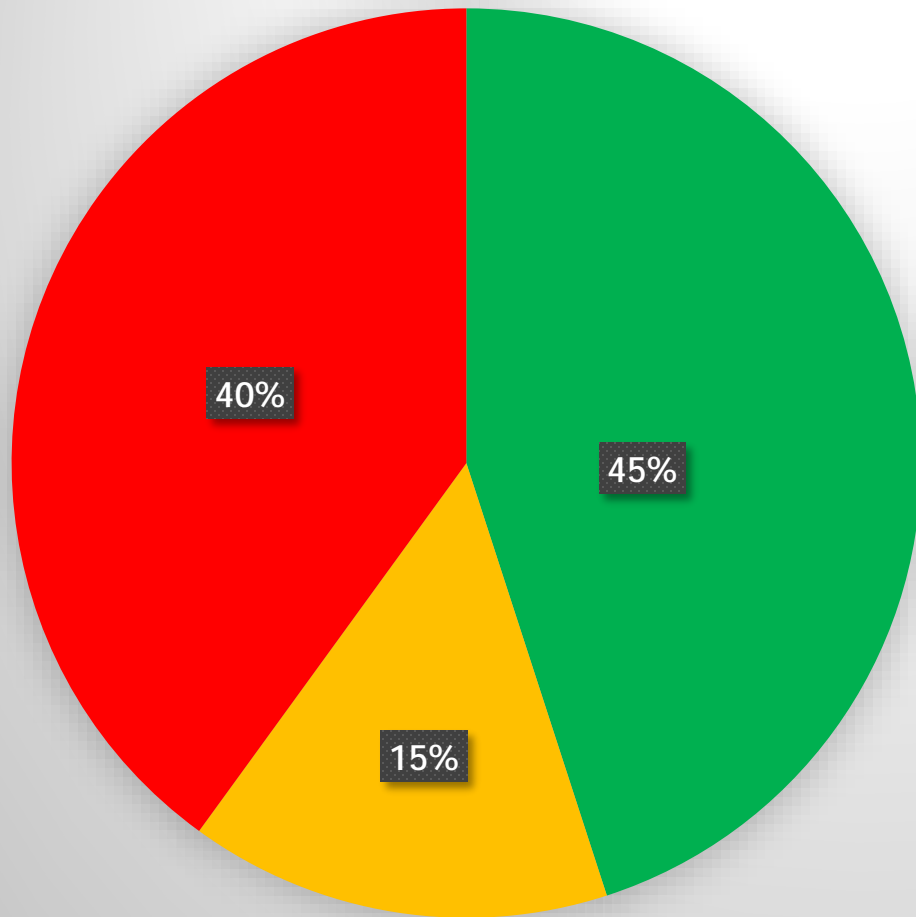
Human Caused and Cultural

- ▶ Warning signs – Prior to collapse, some people, such as Texas A&M engineering professor Theodore Hirsch, expressed concerns about the safety of the bonfire, citing the partial collapse that occurred in a previous bonfire
- ▶ Organizational factors resulted in an environment in which a complex and dangerous structure was allowed to be built without adequate physical or engineering controls. Organizational failure included the absence of an appropriate written design or design process; **a cultural bias, which impedes risk identification**; and the lack of a proactive risk management approach.

Issues faced by Texas A&M

- ▶ 12 Deaths/ 27 injuries of 58 workers
- ▶ Communications failure – 43000 enrolled
- ▶ Cellular and land lines overwhelmed - Establish a land line ASAP
- ▶ Hospital calls overloaded
- ▶ 800 MHz and VHF radio (interoperability issues)
- ▶ First responders used cell phones - Motorola
- ▶ Duration of incident – Cellular capability
- ▶ 3,200 people from more than fifty agencies were involved in the resolution of the incident
- ▶ National and International media present

Texas A&M Bonfire incident November, 1999



■ What we know we know

58 Students on the stack and it collapses

■ What we know we don't know

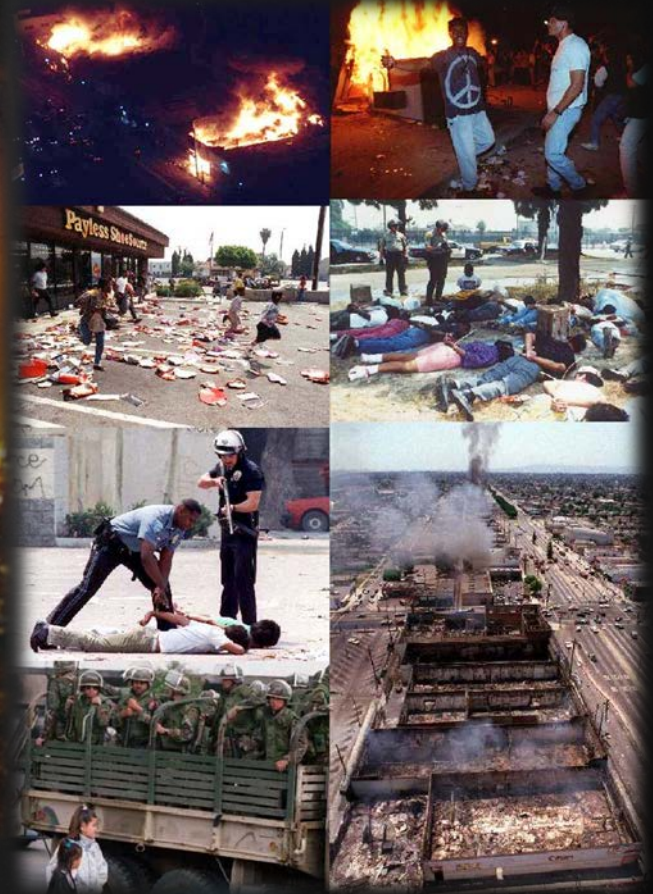
There are casualties, but we don't know how many

■ What we don't know we don't know

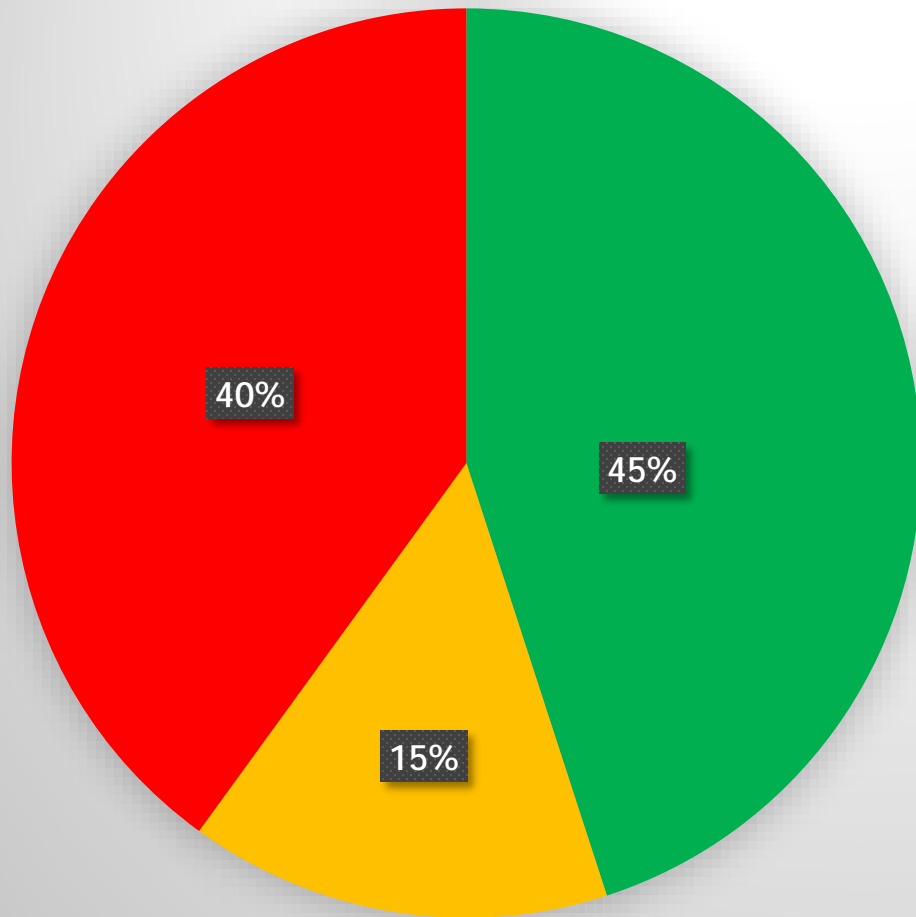
The impact on the culture, financial impact to the institution and brand

The smaller the red slice, the better our decision making. Complexity makes the red slice grow.

Los Angeles Riots, April 1992



Los Angeles Riots, April 1992



■ What we know we know

4 cops on trial and a verdict is in

■ What we know we don't know

What is the verdict? What will be the reaction?

■ What we don't know we don't know

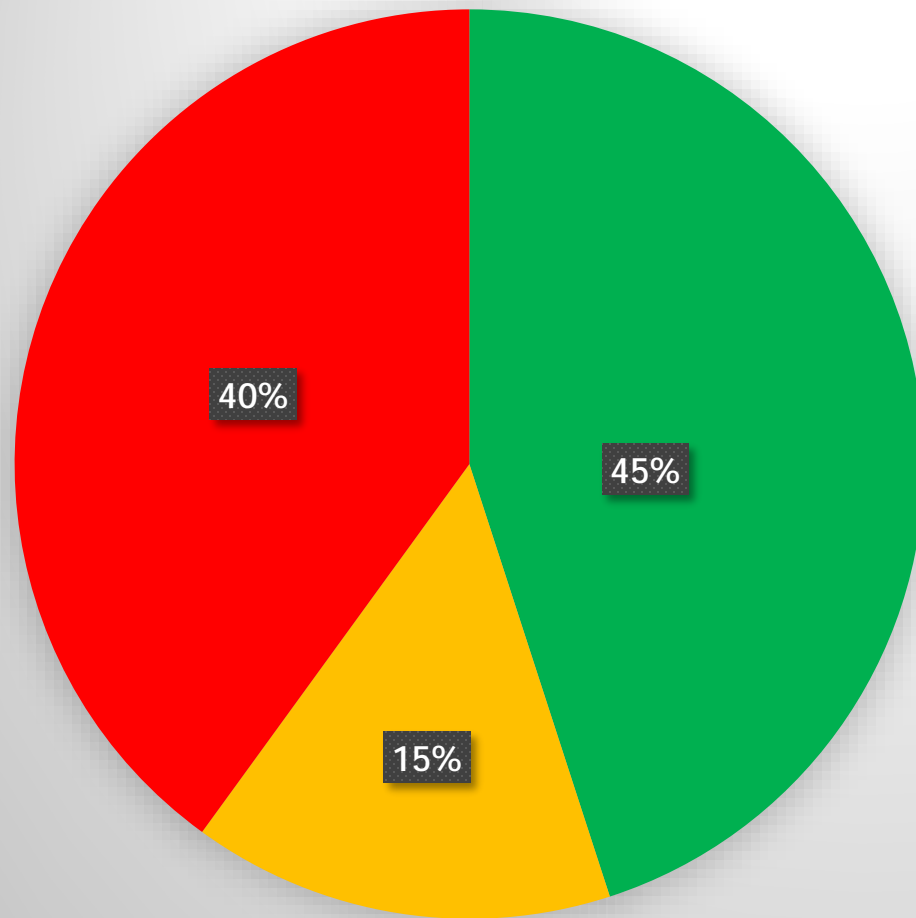
Broad scale riots, looting, death and injury - 54 dead, 2000+ injured and \$1 billion dollars damage

The smaller the red slice, the better our decision making. Complexity makes the red slice grow.

Charlottesville August 11, 2017 at UVA



Charlottesville August 11, 2017 at UVA



■ What we know we know

Intel suggests a protest among certain groups

■ What we know we don't know

How many will be there, where and when?

■ What we don't know we don't know

Tiki torches will be used as a symbol and weapons/Violence will erupt

The smaller the red slice, the better our decision making. Complexity makes the red slice grow.

Risk Assessment 2, 3 and 4

Step 2 – Each hazard identified in step 1 now needs a probability.

Step 3 – Estimate to what extent that hazard would impact your campus (Severity)

- ▶ People (students, faculty, staff, others, etc.)
- ▶ Facilities (Buildings, laboratories, utilities, etc.)
- ▶ Institution (business interruption, reputation, etc.)

Step 4 – Determine your level of preparedness

(FEMA)

Risk Assessment Step 5

- ▶ Determine the relative risks of the hazards and rank them for your emergency planning process.
- ▶ Different tools and methods used.

Risk Assessment Planning Team

- ▶ Requires a team of campus experts to determine the probability and severity of each hazard
- ▶ The assessment team should be comprised of a broad cross section of stakeholders
- ▶ Use some risk assessment tool – one that's most useful to you and your college or university
- ▶ Get familiar with the tool you use

Some examples of Risk Assessment tools include:

- ▶ Disaster-Resistant California Community Colleges (DRCCC): Risk and Vulnerability Assessment
- ▶ International Association of Campus Law Enforcement Administrators (IACLEA) Potential Target Vulnerability Summary Worksheet
- ▶ Sample Risk and Vulnerability Assessment

Note:

- ▶ The *DRCCC* tool was developed as a first step in sustaining current and future funding. It is also an opportunity to establish standardized policies and procedures in California Community College (CCC) emergency management practices.
- ▶ The *IACLEA* tool is a great tool developed by the organization for its members, but it is not an all hazards risk assessment. It focuses on only one type of risk.
- ▶ The ***Sample Risk and Assessment Tool*** that we are going to use for this demo is a combination of the *DRCCC* tool and the *IACLEA* tool. This tool is easily adaptable to fit the needs of your campus.

List of resource contacts and numbers

- ▶ Governmental and NGO's
- ▶ Resource availability (ILEAS)
- ▶ Mutual Aid
- ▶ Civic organizations
- ▶ FEMA Contacts if needed

Put it on a 3 by 5 laminated and carry it with you – dispatch centers

Closing

- ▶ Build a good team
- ▶ Think about the Unknown Unknowns
- ▶ Develop a plan
- ▶ Distribute it
- ▶ Drill to it
- ▶ Make it a living document

Questions

Mike Clesceri

815-479-7833 (office)

815-529-5932 (cell)

mclesceri@mchenry.edu