EMERGENCY DRILLS & PRACTICED EVACUATION/RELOCATION

6.29.1.9 (O) NMAC

Driving student success in New Mexico by supporting both excellent authorizing practices and charter schools that provide innovative, quality education.
Ejercicios de emergencia en la escuela

If you have English Learners in your school, PLEASE have all emergency signage in their preferred language!
What the statute states

1) Emergency drills shall be conducted in each public and private school in the state as follows:
   • At least once per week during the first four weeks of the school year, and at least once per month during the remainder of the school year;
   • Two of these drills shall be shelter-in-place drills;
   • Two of these drills shall be an evacuation drill;
   • Nine of these drills shall be fire drills, with one fire drill required each week during the first four weeks of school;
   • In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance during the emergency drills for the purpose of giving instruction and constructive criticism;
   • It shall be the responsibility of the person in charge of a school to carry out the provisions related to emergency drills.

2) Requirements to comply and penalties for non-compliance:
It shall be the responsibility of the superintendent of a district, a charter school administrator or private school counterpart to ensure that each school under that person’s authority follows the requirements set forth in Subsection O of statute 6.29.1.9
Terminologies:

• Fire Drill:
  – a practice of the emergency procedures to be used in case of fire.

• Shelter in Place:
  – To seek safety within the building you are already in.

• Evacuation Drill:
  – An exercise, different from a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, chemical spill or state of emergency. These are similar in duration to a fire drill. A relocation activity where you need to move the children to another site for their safety.
If you FAIL to plan you plan to FAIL

THE TIME TO PLAN IS NOW, BEFORE AN EMERGENCY HAPPENS
HERE ARE SOME TOOLS TO HELP YOU AND YOUR TEAM
Did you notice?

In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance during the emergency drills for the purpose of giving instruction and constructive criticism.

Check out the YouTube video of Brody: New and Improved Fire Drills. They have some great ideas that you may want to incorporate at your school. However, they were able to reduce the number of drill they do in a year – you are still required to do 13!

Brody Fire Drills
Record Keeping

• Keep All of Your Drill Records!
• Complete your Drill Forms after each drill.
  – There are resources at the end of this presentation for creating drill forms and evacuation maps if you do not already have these.
• Maintain a copy for the Fire Marshal's office.
  – Make sure you know which station your school is served by and what particular forms they need.
• Evaluate any need for equipment repairs.
  – Make sure that your equipment and systems are checked annually and maintained regularly.
First Things First

• The first three months of school are the time to be working on getting your basic drills refined.

• You are training your students in what the procedures are and what to do if they get separated from their group.

• Every staff member in the school needs to understand which students, if any, have been identified as epileptic, autistic, adhd or prone to seizure.

• This is not the time that you are training your staff on drill procedures and assignments. Teachers need to be trained, assigned duties, and be given time to practice drills before the start of the school year.
EMERGENCIES & EVACUATIONS
Two of these drills shall be Evacuation Drills

- Evacuation is different from a Fire Drill. You want to take into account situations where you cannot return to your building. How will you reunify your students with their parents?
- Check out this YouTube video Cimarron Middle School Reunification Drill for some tips!
The purpose and the objectives of any drill should include:

- Identifying any weaknesses in your evacuation strategy;
- Testing your procedures following any alteration or changes;
- Familiarize new students, staff, volunteers and substitute teachers with your procedures;
- Test your accommodations for disabled people,
- Identifying weaknesses in your emergency communications procedures and systems;
- Identifying positive and negative reactions of staff with designated responsibilities such as Fire Evacuation Marshals (FEMs).
Emergency Action Plan Elements

A disorganized evacuation can result in confusion, injury, and property damage. When developing your emergency action plan, it is important to determine the following:

• Conditions under which an evacuation would be necessary.
• Conditions under which it may be better to shelter-in-place.
• A clear chain of command and designation of the person(s) in your school authorized to oversee an evacuation or shutdown.
• Specific evacuation procedures, including routes and exits.
• Procedures for assisting children, visitors and employees to evacuate, particularly those with disabilities or who do not speak English.
• Designation of what, if any, employees will remain after the evacuation alarm to shut down critical operations or perform other duties before evacuating.
• A means of accounting for children, staff, visitors, and volunteers after an evacuation.
• Special equipment for employees.
• During development and implementation of your draft plan, think about all possible emergency situations and evaluate your workplace to see if it complies with OSHA's emergency standards.
Responding to a Crisis

A crisis can happen at any time, anywhere. Effective and safe schools are well prepared for any potential crisis. Crisis response is an important component of an emergency preparedness & risk communication plan. Two components that should be addressed in the plan are:

1. Intervening during a crisis to ensure safety.
2. Responding in the aftermath.

In addition to establishing a plan, schools should provide adequate preparation for their core response team. The team not only plans what to do when a crisis occurs, but also ensures that staff and students know how to behave. Students and staff will feel secure when there is a well conceived plan that everyone understands and is well practiced in.
Principles Underlying Crisis Response

Crisis Intervention planning needs to be built on a foundation that is safe and responsive to children. Crisis planning should include:

- Training for teachers & staff in a range of skills—from dealing with classroom situations to responding to a serious crisis including injuries.
- Reference to district and or state procedures.
- Involvement of community agencies, including police, fire, rescue, and hospital services.
- Directives for the core team to meet regularly to revise, critique and update the plan.
- Secure the support of local, state, and federal resources before a crisis occurs.
Intervening During a Crisis to Ensure Safety

Bomb threats, natural disasters, and accidents call for immediate, planned action, and long-term, post-crisis intervention. The crisis plan should include contingency provisions and be reviewed regularly by the core team.

- Evacuation procedures and other procedures to protect students, visitors, volunteers, and staff from harm.
- An effective, fool-proof communication system. Individuals must have designated roles and responsibilities to prevent confusion.
- A process for securing immediate support from police and other relevant community agencies.
Bioterrorism, Radiation, Chemical and Other Natural Disasters

School communities can prepare staff in the following ways:

- Provide in-service training for all faculty and staff to explain the plan and exactly what to do in a crisis.

- Produce a written manual or small pamphlet or flip chart to remind teachers and staff of their duties.

- Practice responding to bioterrorism, radiation, chemical and natural disasters.
Responding to the Aftermath of a Crisis

Members of the crisis team should have training to understand and recognize stress reactions. They should also be familiar with how individuals may respond in a crisis, including developmental considerations. In the aftermath, professional care givers should be involved to assist any individuals who are at risk for severe stress reactions. Be mindful that staff may be among those individuals suffering stress. You may need a contingency plan to ensure that the children are not impacted by adult stress reactions. You may have to help parents in understanding children’s reactions to crisis. Consider the impacts to your school community in both the short-term and long-term aftermath.
Crisis Procedure Example Checklist

- Assess life & safety issues immediately
- Provide immediate emergency medical care
- Call 911 and notify police and rescue personnel first
- Convene the crisis team to assess the situation and implement the crisis response procedures
- Evaluate available and needed resources
- Alert school staff to the situation
- Activate the crisis communication procedure
- Secure all areas
- Implement evacuation and other procedures to protect students from harm. DO NOT dismiss students to unknown care!
- Implement post-crisis procedures
Tips for Communicating with Students During an Emergency to Help Them Feel Safe & Secure

- Evaluate the counseling resources available to your school.
- Meet with the faculty both individually and as a group to help them feel supported in meeting the needs of their students.
- Remind staff that young children can be overwhelmed with too much information. Answer children’s questions honestly, but age appropriately.
- Share suggestions with staff on how to look for the signs of distress. Remember that everyone can be experiencing shock - even you.
- Visit classrooms. Be the leader. This can help reduce anxiety in your school.
Evaluating & Refining School Security

• Security measures do not necessarily mean high tech, expensive equipment. A comprehensive school safety plan will need to be tailored to your school and can include measures such as;

• Reduce the number of open doors
• Have a functioning communications system
• Improve visibility by trimming trees and shrubs
• Establish procedures for accurately reporting incidents in a timely manner.
Best Practices for School Preparedness

More Advanced Drills

- Tornado
- Relocation (aka Evacuation)
- Earthquake
- Active Shooter
- Shelter in Place
- Lockdown
- Fallen Aircraft
- Moulage

Moulage is a more advanced drill which incorporates full blown search & rescue and allows all of your emergency teams to take action.

Key Strategies

- Train school administrators, teachers, & support staff on school violence prevention, school security, and school threat assessment.
- Evaluate & refine school security measures.
- Assess & Update School Emergency Preparedness Plan
- Strengthen partnerships with public safety officials.
Shelter-in-Place
Adverse weather conditions can be one reason why a shelter in place order may be given.

In 2014 a snow storm closed down Atlanta, Georgia.

“People are panicking trying to get home and it’s causing worse problems. Drivers reported commutes of up to eight hours, and the clock was still ticking Tuesday night for dozens of others. Some school buses couldn’t run routes and were forced to return to schools. And teachers and students at some schools were spending the night in the classroom.”

- A hazardous material (chemical, biological or radiological) release into the atmosphere is a frightening but possible scenario. Does your area public safety department have procedures? You need to investigate!

http://www.chemicalspill.org/Quick/long.html
How to Shelter in Place at School

- Close the school & Activate your school’s emergency plan.
- Create and follow a reverse evacuation procedure to bring students, faculty, visitors and staff indoors.
- Have a plan on how to answer phone calls from concerned parents.
- If children have cell phones, allow them to call home to let family know that they are safe and not to come get them until the threat is cleared.
- Have a plan for how communication will occur if shelter areas are dispersed.
- Have a plan for how and who will turn off ventilation systems to keep potentially contaminated air from coming in to your building.
- Have all essential disaster supplies stocked and ready.
- Have duct tape and plastic sheeting on hand to seal doors and windows if necessary.
- Account for all the children, staff and visitors and report to the designated emergency contact person.
- Have a plan for how you will receive the all clear. Radio? TV? Internet?
- Have a plan for accessing the restrooms in an emergency.
What if’s

http://www.pbs.org/newshour/updates/confusion-lockdown-drill-taught-keeping-kids-safe

What if some students forget where they are supposed to go and end up in danger?

What if your debate team is at another school and that school has an emergency?

What if you have visiting students and an emergency happens at your school?

There are so many what if’s, but you can make improvements with every practice. The article above has great insights! You can engage your students (age appropriately) in addressing issues.
Disabilities and English Learners
• For about 3% of people with epilepsy, exposure to flashing lights at certain intensities or to certain visual patterns can trigger seizures. This condition is known as photosensitive epilepsy.

• The most significant issue for children with autism is the loud noise. Children with autism typically suffer from sensitivity to sounds.

• https://www.epilepsy.com/learn/triggers-seizures/photosensitivity-and-seizures
Planning Needs For Special Needs

Physical environments become more hostile and difficult to deal with during and after an emergency.

- The ability to get to accessible exits may be reduced.
- Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs: individuals who are responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must...
• have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;

• know the special needs demographics of the students attending your classes;

• involve students with different types of disabilities, staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;

• consider the emergency accommodation needs for those with temporary disabilities;
• identify existing resources within the school and local community that meet the special needs of these students;
• develop new community partners and resources, as needed;
• inform parents about the efforts to keep their child safe at school;
• identify medical needs and make an appropriate plan;
• determine potential transportation needs special vans and buses for students;
• identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
• include local responders and establish a relationship with individual students and their teachers.
Safety Resources:

- Best Practice for School Security & Emergency Preparedness
- Drill Observation Checklist
- Fire Escape Plan Maker
- Sample School Emergency Operations Plan-FEMA Training
- How To Create School Evacuation Plan-Edraw
- OSHA
- School Site Emergency Plan
SAFE SCHOOLS

2017-2018 Safe Schools Plans Guidance

• Planning for Safe Schools Guide 2017
• Safe Schools Plan Rubric 2017
• School Threat and Hazard Assessment Worksheet (Excel)
• School Threat and Hazard Assessment Worksheet (Word)
• Safe Schools Plan Assurances; upload here

2016-2017 Safe Schools Plans Guidance

• Planning for Safe Schools NM 2016
• Safe Schools Plan Rubric 2016

Upcoming Events/Training

• July 25th: A free two-hour briefing with Q&A addressing Homegrown Violent Extremism, with a focus on School Violence and School Threats, will be provided by experts from the National Counter-Terrorism Center (NCTC) in Santa Fe on Wednesday, July 25th, from 9:00-11:00am at the New Mexico Law Enforcement Academy. School staff and law enforcement are invited to attend. For school staff e-mail with your contact information to Lisa Hecker with “NCTC briefing” in the “subject” line.
Thank You!

Please complete an evaluation survey. We use your input to improve our resources and better meet your training needs!

https://www.surveymonkey.com/r/TPNS2J5

Feel free to contact the Charter Schools Division with questions, concerns, requests:

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