



The New York State Center for School Safety
Providing support to schools, families, and communities

Emergency Response Planning: The Incident Command System (ICS) for Schools

March 2021



New York State Education Department



New York State Center for School Safety





READINESS AND EMERGENCY
MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

1-855-781-REMS [7367]
<https://rems.ed.gov>
info@remstacenter.org



Follow [@remstacenter](https://twitter.com/remstacenter)
on Twitter!



Enhance Emergency Operations Plans



Access Relevant Federal Guidance



**Use EOP-Enhancing
Interactive Tools**



**Request an On-Site Training
in Key EOP-Related Topics**



**Learn Anytime via Virtual Trainings
on all Topics in Emergency Management**



PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER





Session Materials

Materials were developed from resources created by:

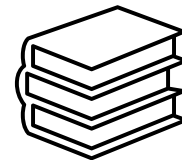
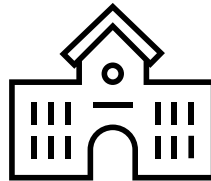
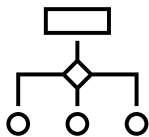
- ❖ The REMS-TA Center
- ❖ FEMA: An Introduction to the Incident Command System, ICS-100



Welcome

This session will introduce the Incident Command System (ICS).

The ICS system is used nationwide to manage incidents regardless of size or type.





Session Objectives

To promote an effective response to incidents.

Familiarize you with the principles of the Incident Command System (ICS) and the National Incident Management System (NIMS).

Prepare you to coordinate with response partners from all levels of government and the private sector.

Help you to define a chain of command for your school in a manner that is consistent with ICS.



Session Outcomes

| | |
|----------|---|
| Identify | how using the Incident Command System (ICS) during an incident can help your school work effectively with the responders in your community. |
| Define | a chain of command for your school in a manner that is consistent with ICS. |
| Explain | the principles and basic structure of the ICS. |
| Describe | the ICS Functional Areas. |
| Describe | the ICS Structure and the roles within the ICS. |



Emergency Response Planning: Teams and Plans

Education Law §2801-a & Commissioner's Regulation §155.17
require creation of different **Safety Teams**:

❖ District-Wide Safety Team

❖ Building-Level Emergency Response Team

- Emergency Response Team
- Post-Incident Response Team



Emergency Response Planning: Teams and Plans

**District-Wide
Safety Team**



District-Wide
Safety *Plan*

**Building-Level
Emergency Response Teams**



Building-Level
Emergency Response *Plan*

Presidential Policy Directive (PPD-8)

National Preparedness Directive

Describes the nation's
approach to
preparedness

Aims to facilitate an
integrated approach and
align planning at all
levels and with all
sectors



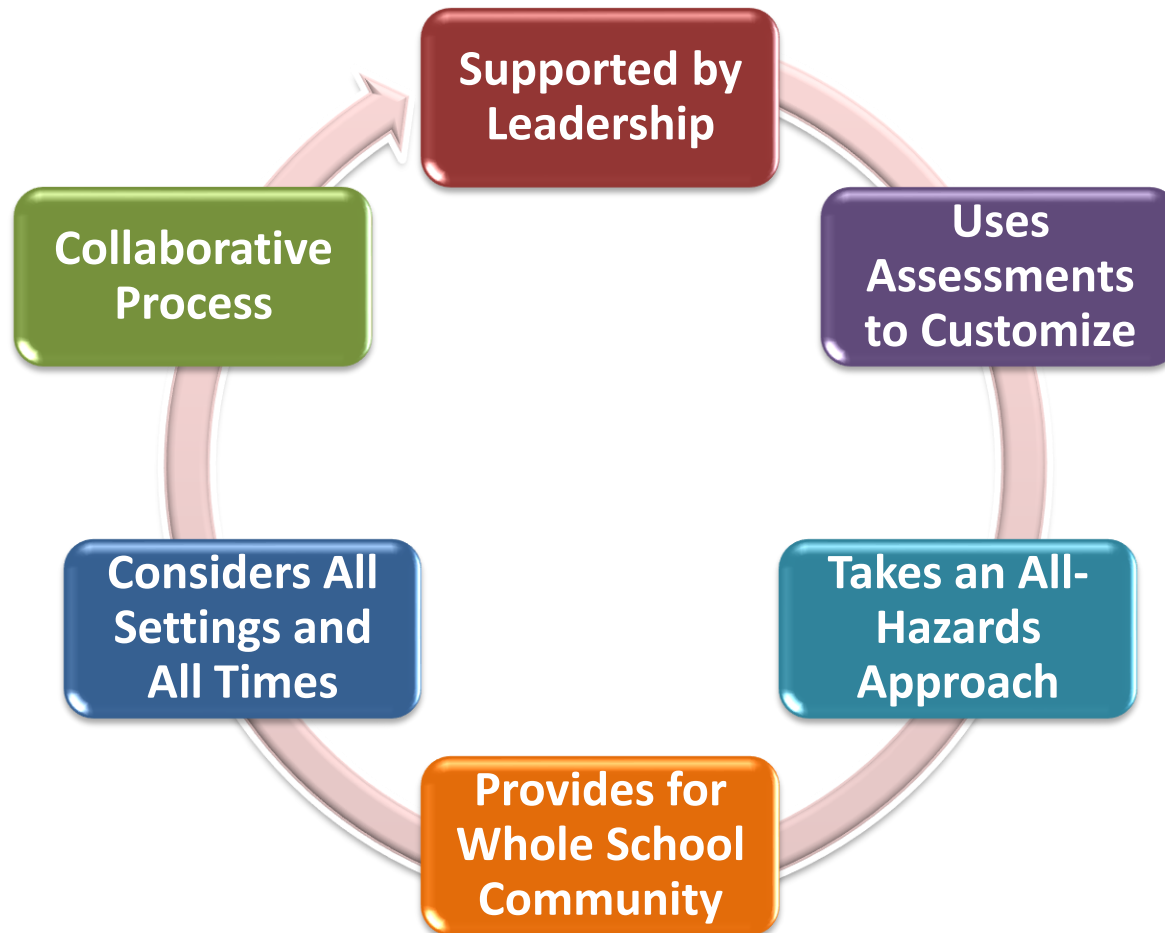
Five Preparedness Missions



an incident or emergency



The Planning Principles





ICS as a Component of the National Incident Management System (NIMS)

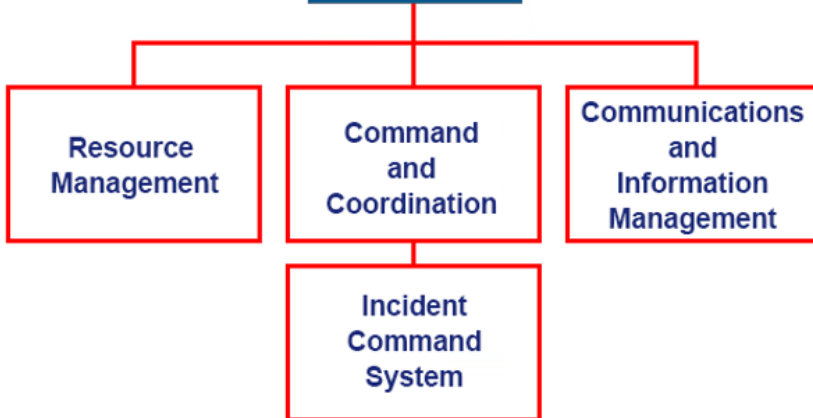
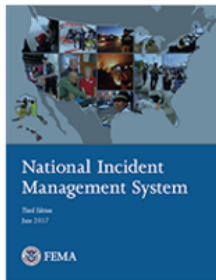
NIMS is a systematic, proactive approach to guide all levels of government, nongovernmental organizations (NGOs), and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from the effects of incidents.

NIMS provides a consistent foundation for all incidents ranging from daily occurrences to incidents requiring a coordinated Federal response.





ICS as a Component of the National Incident Management System (NIMS)



NIMS is organized into three major components:

- ❖ Resource Management
- ❖ Command and Coordination - including the Incident Command System
- ❖ Communication and Information Management

It is important to note that the Incident Command System (ICS) is just one part of NIMS.



NIMS Management Characteristics: Overview

ICS is based on 14 proven NIMS management characteristics, each of which contributes to the strength and efficiency of the overall system:

Common Terminology

Modular Organization

Management by Objectives

Incident Action Planning

Manageable Span of Control

Incident Facilities and Locations

Comprehensive Resource Management





NIMS Management Characteristics: Overview

ICS is based on 14 proven NIMS management characteristics, each of which contributes to the strength and efficiency of the overall system:

Integrated Communications

Establishment and Transfer of Command

Unified Command

Chain of Command and Unity of Command

Accountability

Dispatch/Deployment

Information and Intelligence Management



What is the Incident Command System?

The ICS is a standardized approach to incident management that:

Is used for all kinds of incidents by all types of organizations; ICS is applicable to small incidents as well as large and complex ones.

Can be used not only for emergencies, but also for planned events.

Enables a coordinated response among various jurisdictions and agencies.

Establishes common processes for incident-level planning and resource management.

Allows for the integration of resources (such as facilities, equipment, personnel) within a common organizational structure.





When is ICS used?

The Incident Command System (ICS) can be used to manage any type of incident, including a planned event (e.g., football game, graduation).



The use of ICS is applicable to all types of incidents, regardless of their size or cause.



Using ICS for a planned event provides practice that will help to maintain and improve skills needed to effectively coordinate larger or more complex efforts.



ICS provides an organizational structure for incident management and guides the process for planning and adapting that structure.





Benefits of ICS

The ICS has positively impacted incident management efforts by:

Clarifying chain of command and supervision responsibilities.

Leveraging interoperable communications systems and plain language to improve communications.

Providing an orderly, systematic planning process.

Implementing a common, flexible, predesigned management structure.

Fostering cooperation between diverse disciplines and agencies.





ICS: Built on Best Practices

ICS helps to ensure:

The safety of responders, community members, and others.

The achievement of incident objectives.

The efficient use of resources.





Making ICS Work

Effective incident management relies on a common organizational structure for managing resources, making decisions, and assigning tasks.

The ICS uses a standardized management approach to ensure that incidents are properly managed, and communications are effectively coordinated during an incident.

As an incident occurs, you may be called upon to assist – making you a part of this organizational structure.

To ensure success, you should understand how this structure works.





ICS Functional Areas

There are 5 major ICS Functional Areas:

- ❖ Command
- ❖ Operations
- ❖ Planning
- ❖ Logistics
- ❖ Finance/Administration

These functions apply to all incidents of all sizes and types, including both planned events and ones that occur without warning.





ICS Functional Area: Incident Command

Incident Command

Sets the incident objectives, strategies, and priorities, and has overall responsibility for the incident.





ICS Functional Area: Operations

Operations

Conducts operations to reach the incident objectives. Establishes tactics and directs all operational resources.



ICS Functional Area: Planning

Planning

Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.





ICS Functional Area: Logistics

Logistics

Arranges for resources and needed services to support achievement of the incident objectives (resources can include personnel, equipment, teams, supplies, and facilities).





ICS Functional Area: Finance/Administration

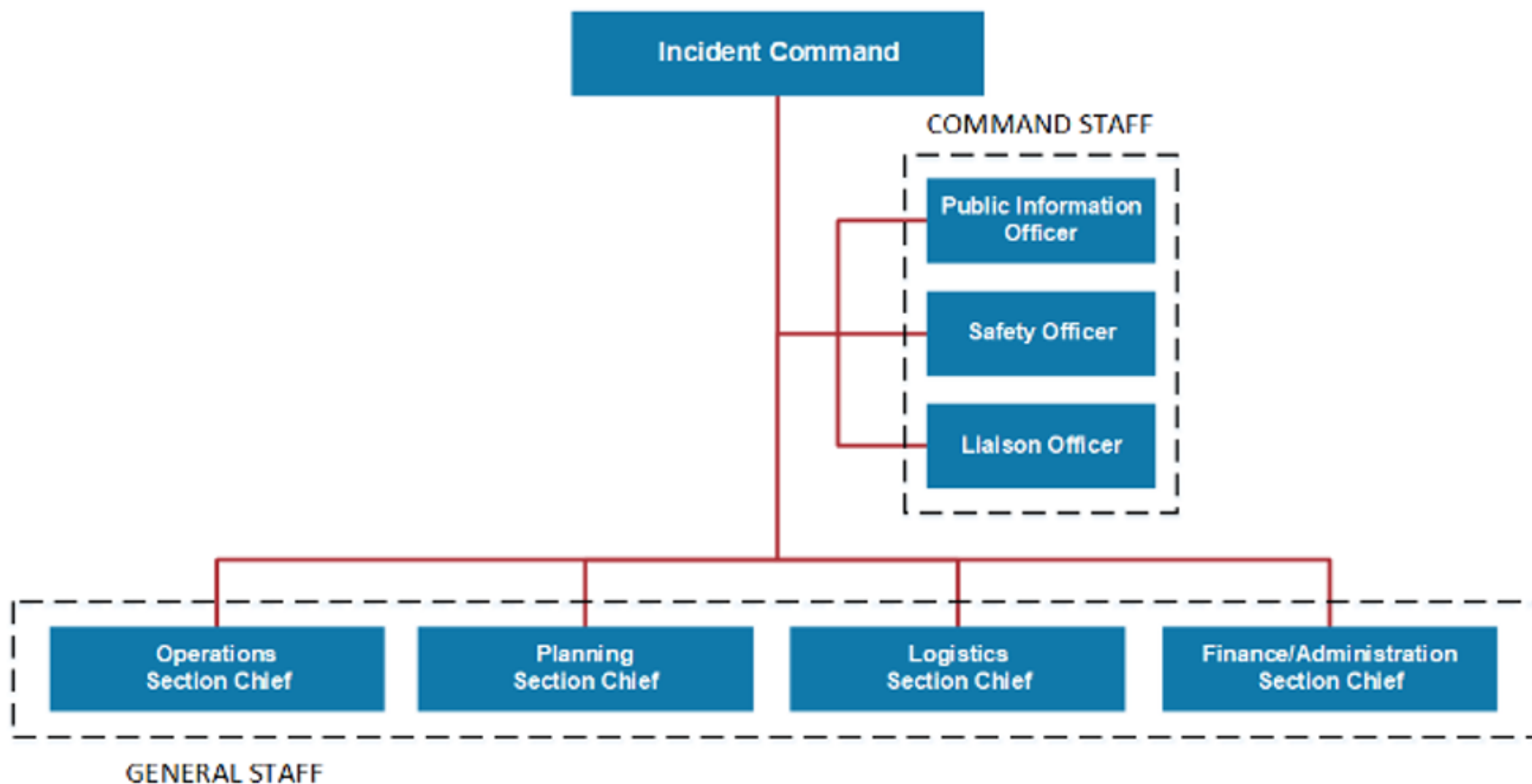
Finance/Administration

Monitors costs related to the incident.
Provides accounting, procurement, time recording, and cost analyses.





ICS Structure





ICS Structure: Incident Commander

Responsible for the overall management of the incident.

has the authority to
establish objectives,
make assignments,
and order resources

The diagram consists of two large, hollow, blue-outlined arrows pointing towards each other, forming a central diamond shape. The left arrow contains text about authority, and the right arrow contains text about training and experience.

should have training,
experience, and
expertise to serve in
this capacity





ICS Structure: Command Staff

The Incident Commander may designate personnel to provide information, safety, and liaison services.

Public Information Officer:

interfaces with the public, media, other agencies

Safety Officer:
monitors incident operations, advises the Incident Commander on matters relating to safety

Liaison Officer:
serves as the Incident Commander's point of contact

Command Staff report directly to the Incident Commander



ICS Structure: General Staff

Operations: coordinates supervision, supervises execution of plan, maintains close contact with the Incident Commander

Planning: collects data and documents incident, tracks resources, provides input to the Incident Commander

Logistics: coordinates personnel, equipment, supplies transportation, medical services, alternate facilities

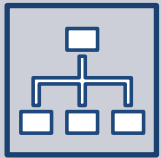
Finance: coordinates financial management, compensation, reimbursement



ICS for Schools



There may be no correlation with the school administrative structure.



The ICS is different from the daily administrative structure to avoid confusion over whom you should take direction from.



ICS should use correct ICS titles; these will be different from their daily school position titles.





ICS for Schools

School personnel are likely to be first on the scene when an incident occurs on school property.

Eventually police, fire, emergency may manage the response, but the first response will likely be by school employees.

School employees can manage initial response activities by establishing an incident command.

ICS can also be used for pre-planned, non-emergency events such as a football game or graduation.





ICS for Schools

ICS helps enhance emergency communications and allows multiple agencies to work together effectively during difficult and dangerous circumstances.

ICS provides a standardized approach to incident management, regardless of cause, size, location, or complexity.

By using ICS during an incident, schools can more effectively work with the responders in their communities.

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).





Components of the Building-Level Emergency Response Plan

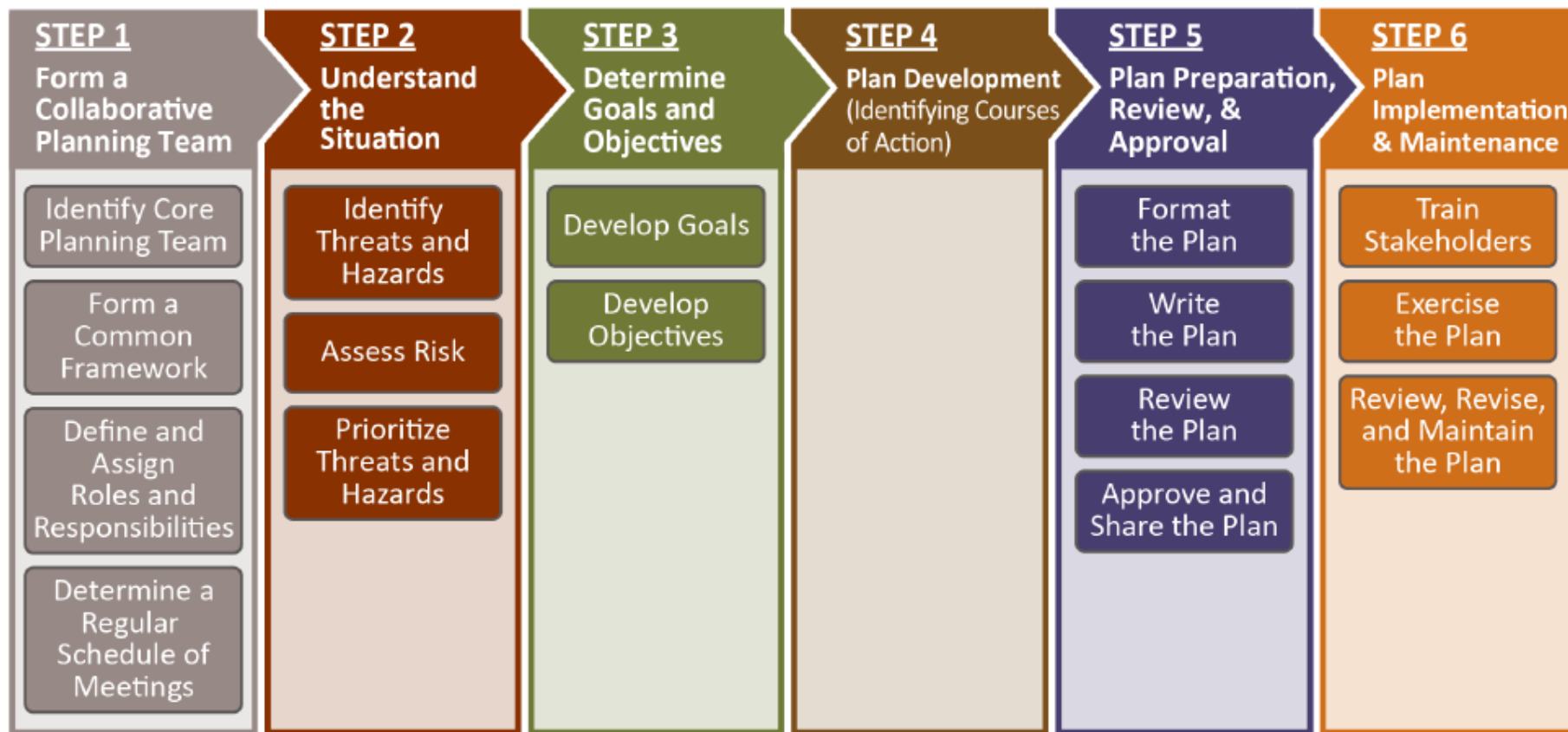
Part 1: Basic Plan – *includes information about your school and your teams*

Part 2: Functional Annexes – *how you will function during an emergency*

Part 3: Threat or Hazard Annexes – *threats or hazards that may occur in a particular building*



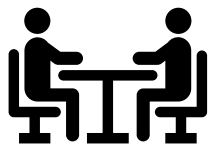
Steps in the Planning Process



Step 1: Form a Collaborative Planning Team



Partnerships



Recurring meetings





Components of the Building-Level Emergency Response Plan

Members of the Building-Level Emergency Response Team

Part 1: Basic Plan

CR 155.17(2)(ii),(v)

Name and Contact information

Definition of the chain of command in a manner consistent with the Incident Command System (ICS)

Incident Commander: directs incident management activities

Public Information Officer: acts as a liaison between school and the public (including media)

Liaison Officer: responsible for coordinating with emergency agencies

Safety Officer: responsible for overall safety of all persons





ICS for Schools

New York State Schools are required to define a chain of command in a manner consistent with ICS (CR 155.17(c)(2)(v)).

| SCHOOL INCIDENT COMMANDER | |
|---|------------------|
| <ul style="list-style-type: none">• Directs incident for school, staff, students• Establishes immediate priorities for staff & students• Works directly with the Emergency Incident Commander (1st Responders) | |
| <u>PRIMARY</u> | <u>ALTERNATE</u> |
| NAME: | NAME: |
| Office phone: | Office phone: |
| Cell phone: | Cell phone: |

| SCHOOL PUBLIC INFORMATION OFFICER | |
|--|------------------|
| <ul style="list-style-type: none">• Liaison between school and public (including media)• Works to coordinate information to be released | |
| <u>PRIMARY</u> | <u>ALTERNATE</u> |

| SCHOOL LIAISON OFFICER | |
|---|------------------|
| <ul style="list-style-type: none">• Acts as point of contact for school administrators• Coordinates assisting cooperating agencies | |
| <u>PRIMARY</u> | <u>ALTERNATE</u> |

ICS for Schools

| SCHOOL INCIDENT COMMANDER | |
|--|------------------|
| <ul style="list-style-type: none">• Identifies and mitigates hazardous situations for school staff and students• Monitors safety conditions and develops measures for assuring safety | |
| <u>PRIMARY</u> | <u>ALTERNATE</u> |
| NAME: | NAME: |
| Office phone: | Office phone: |
| Cell phone: | Cell phone: |

| OPERATIONS | PLANNING | LOGISTICS | FINANCE |
|--|---|--|--|
| <ul style="list-style-type: none">• Coordinates student supervision• Supervises execution of Evacuation Plan• Maintains close contact with School Incident Commander | <ul style="list-style-type: none">• Collects and documents school related data• Provides current input to School Incident Commander and Operations | <ul style="list-style-type: none">• Coordinates temporary shelter for staff/students• Provides transportation for staff/students to off-site location or home | <ul style="list-style-type: none">• Manages all financial aspects of an incident |
| <u>PRIMARY and ALTERNATE</u> | <u>PRIMARY and ALTERNATE</u> | <u>PRIMARY and ALTERNATE</u> | <u>PRIMARY and ALTERNATE</u> |
| NAME: | NAME: | NAME: | NAME: |
| Office phone: | Office phone: | Office phone: | Office phone: |
| Cell phone: | Cell phone: | Cell phone: | Cell phone: |





ICS for Schools: School Incident Commander

SCHOOL INCIDENT COMMANDER

- Directs incident for school, staff, students
- Establishes immediate priorities for staff & students
- Works directly with the Emergency Incident Commander (1st Responders)

PRIMARY

NAME:

Office phone:

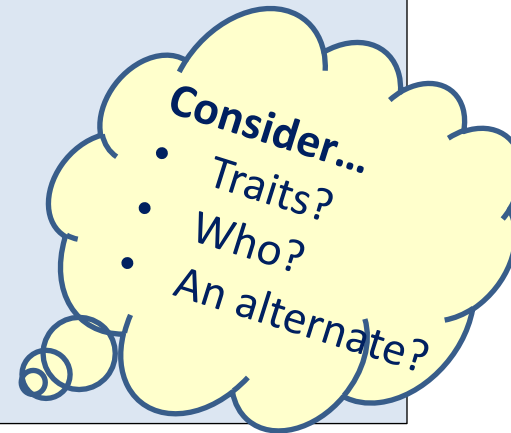
Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:





ICS for Schools: School Public Information Officer

SCHOOL PUBLIC INFORMATION OFFICER

- Liaison between school and public (including media)
- Works to coordinate information to be released

PRIMARY

NAME:

Office phone:

Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:

Consider...

- Traits?
- Who?
- An alternate?



ICS for Schools: School Liaison Officer

SCHOOL LIAISON OFFICER

- Acts as point of contact for school administrators
- Coordinates assisting cooperating agencies

PRIMARY

NAME:

Office phone:

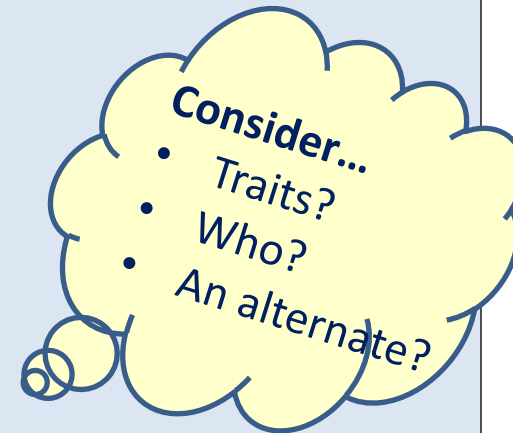
Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:





ICS for Schools: School Safety Officer

SCHOOL SAFETY OFFICER

- Identifies and mitigates hazardous situations for school staff and students
- Monitors safety conditions and develops measures for assuring safety

PRIMARY

NAME:

Office phone:

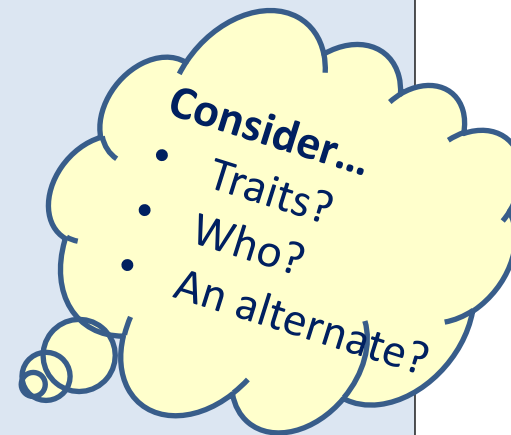
Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:





ICS for Schools: Operations

OPERATIONS

- Coordinated student supervision
- Supervises execution of Evacuation Plan
- Maintains close contact with School Incident Commander

PRIMARY

NAME:

Office phone:

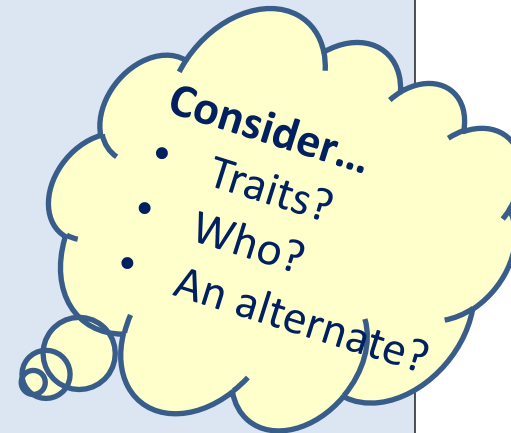
Cell phone:

ALTERNATE

NAME:

Office phone:

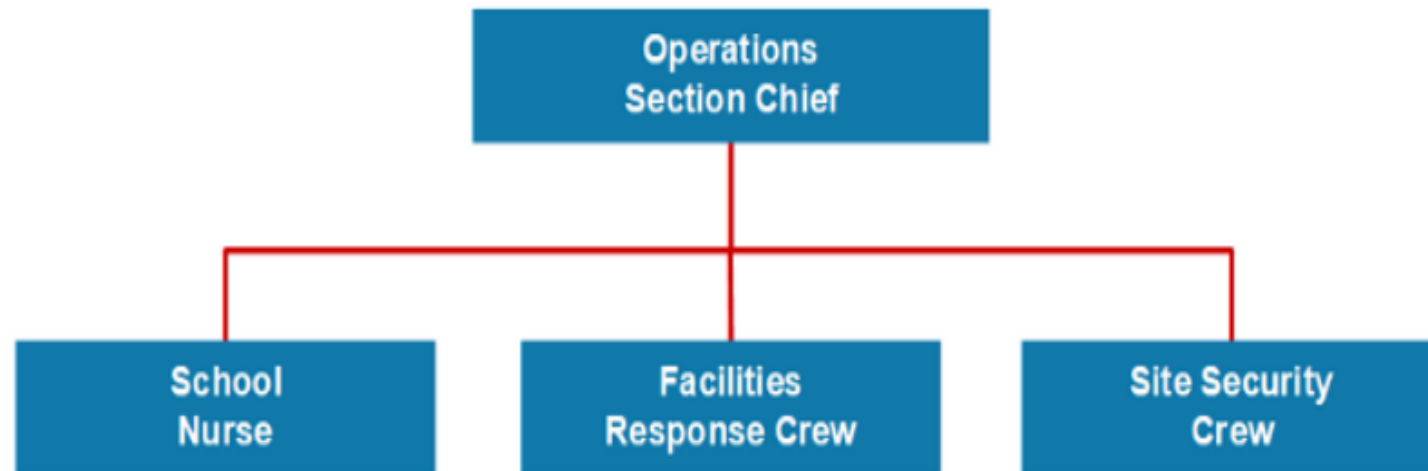
Cell phone:





ICS for Schools: Operations (continued)

During an incident, the Operations team may include several individuals from the school.





ICS for Schools: Planning

PLANNING

- Collects and documents school related data
- Provides current input to School Incident Commander and Operations

PRIMARY

NAME:

Office phone:

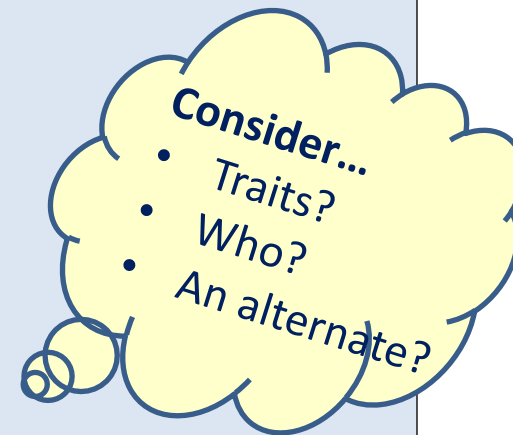
Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:





ICS for Schools: Logistics

LOGISTICS

- Coordinates temporary shelter for staff/students
- Provides transportation for staff/students to off-site location or home

PRIMARY

NAME:

Office phone:

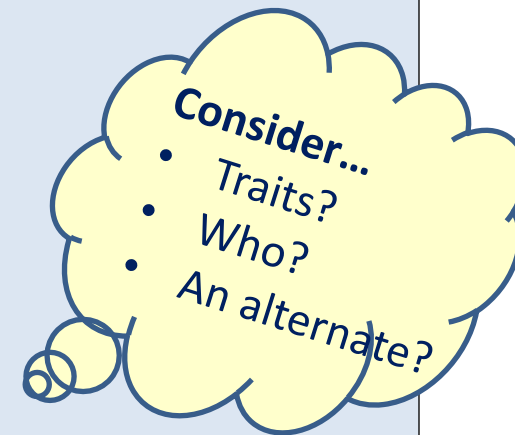
Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:





ICS for Schools: Finance

FINANCE

- Manages all financial aspects of an incident

PRIMARY

NAME:

Office phone:

Cell phone:

ALTERNATE

NAME:

Office phone:

Cell phone:

Consider...

- Traits?
- Who?
- An alternate?



Step 2: Understand the Situation

PRIMARY ROLE



Hazards and threats



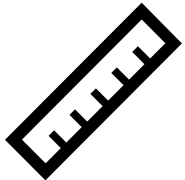
Assessments



Step 3: Determine Goals and Objectives



Desired outcomes



Measurable actions



Cross-cutting functions



Step 4: Plan Development



Scenario-based planning

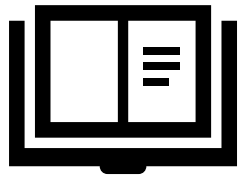
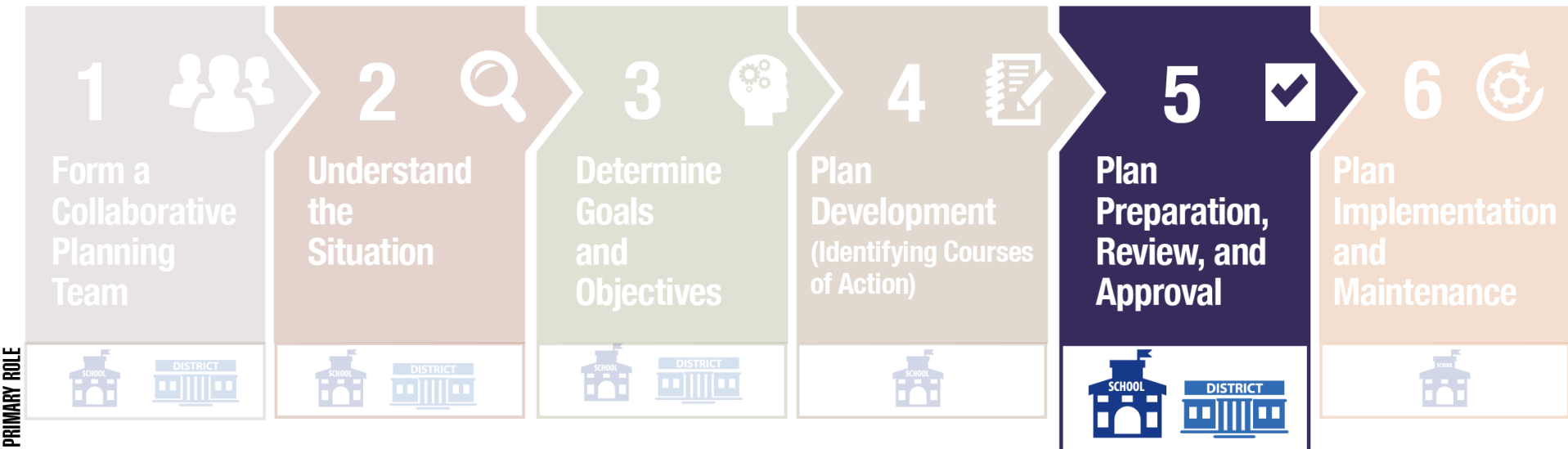


People, processes, supplies and equipment

Determine
ICS
actions



Step 5: Plan Preparation, Review, & Approval



Plan review

Plan approval

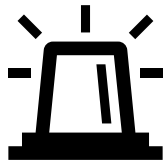
*Reference
and/or attach
your ICS roles*



Step 6: Plan Implementation & Maintenance



Plan promotion



Practice & Enhance

Practice
with
your ICS



EMERGENCY Response

Insert Legal School Name

Insert 911 Address

Shelter-In-Place

Used to shelter students and staff inside the building.

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Move away from windows, if situation warrants.
- If instructed, move out of classroom to designated safe area. Stay together at all times.
- Take Attendance.
- Listen for updates.

Hold-In-Place

Used to limit movement of students and staff while dealing with short term emergencies.

- Listen for instructions about the situation and your actions.
- Students in hallways should return to assigned classroom, if possible.
- Classroom teachers, take attendance.
- All other staff assist students, as needed.
- Listen for updates.

Evacuate

Used to evacuate students and staff from the building.

- Listen for instructions about the situation and your actions.
- Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off site location.
- Listen for Updates.

Lockout

Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.

- Listen for instructions regarding the situation and your actions.
- Lock all exterior windows.
- Leave blinds/lights as they are.
- Take Attendance.
- After initial instructions listen for updates.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.

Lockdown

Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.

- When you hear lockdown announced, you should move quickly to execute the following actions.
- If safe, gather students from hallways and common areas near your classroom.
- Lock your door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Leave windows, blinds/lights as they are.
- Keep everyone quiet, silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Do not respond to P.A. announcements or fire alarm.
- Stay hidden until physically released by law enforcement personnel.



Safe Schools NY

<http://SafeSchools.NY.Gov>





Sample Annex: Shelter-in-Place

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

SAMPLE SHELTER-IN-PLACE ANNEX

Westberry Middle School Sample Shelter-in-Place Annex

The Shelter-in-Place Annex may be activated when students, staff, and visitors need to stay indoors where it is safer. Shelter-in-place is used during a variety of emergency events, including possible exposure to severe weather or hazardous airborne materials, when it is determined that conditions on the outside of the building, or in designated parts of the building, are unsafe.

Shelter-in-place actions can involve taking protective measures against a possible severe weather situation, such as in the event of a tornado (See *Severe Weather Response Annex*¹). Shelter-in-place can also be activated when hazardous materials (HazMat) contaminate the environment and it becomes necessary to temporarily seal off school occupants from the outside to prevent exposure to the contaminant. In this situation, actions include taking immediate shelter inside; shutting down HVAC (heating, ventilation, air conditioning) systems; and sealing off windows, doors, vents, and other openings to outside air (See *Hazardous Materials Response Annex* and *Reverse Evacuation Annex*). Our most probable HazMat incident in the Westfield community is from an accident involving a tanker truck carrying hazardous materials, or from an explosion at the mill or on the bay front.

Following are the Before, During, and After goals, objectives, and courses of action for Westberry Middle School to shelter-in-place.

| BEFORE a Shelter-in-Place Is Required | | | |
|---|---|-------------------------|-------------------------------------|
| Goal: Have the capacity to shelter-in-place immediately | | | |
| Objective: Prepare to seal shelter locations or take personal protective actions | | | |
| Objective: Prepare to meet the basic needs of the whole school community until identified emergency is resolved | | | |
| WHO IS RESPONSIBLE | COURSE OF ACTION | DUE DATE | FOLLOW-UP REQUIRED |
| Assistant Principal, Town Engineer | <input type="checkbox"/> Identify most structurally sound locations in the building that provide maximum protection | Two weeks before school | Produce building maps that mark the |



Tabletop Exercise:

ICS, Shelter- in-Place, Emergency Response Plan

Tabletop Exercise:

ICS, Shelter-in-Place, Building-Level Emergency Response Plan

The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identify strengths and areas for improvement, and/or achieving changes in perceptions.

| | |
|---|---|
| Facilitator | |
| Date | |
| <i>Assess the need</i> What part of your Emergency Response Plan are you testing? | ICS Roles Shelter-in-Place Annex Building-Level Emergency Response Plan |
| <i>Define the scope</i> Participants: Who are the key people? | |
| | |
| | |
| | |
| | |
| <i>Write a statement of purpose</i> What is the reason for the activity? | To: understand our ICS roles during a shelter in place. Our team will review and revise our ICS, our Shelter-in-Place annex, and our Building-Level Emergency Response Plan. |



Tabletop Exercise:

ICS, Shelter-in-Place, Emergency Response Plan

Did using the Incident Command System (ICS) during the incident help your school to work effectively with the responders?

Who would have been first on the scene if the issue had occurred on school property?

Was your ICS different from the daily administrative structure?
How did you avoid confusion over whom you should take direction from?

How does this tabletop exercise help to prepare your team for an incident?





For more information

- ❖ Visit our website www.nyscfss.org
- ❖ Contact The New York State Education Department
safetyplans@nysed.gov
- ❖ Visit the REMS TA Center website
<https://rems.ed.gov/>
- ❖ Visit the FEMA website for the ICS-100 course
<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>



Thank you!

Your feedback is important to us!

Please share your thoughts by completing a short feedback form.

Thank you for your thoughtful participation!