

Relocation vs. Evacuation Drills

Practice Makes Perfect



2006
Public Education
Conference

A background image of a classroom with students sitting at desks, overlaid with a semi-transparent white box containing text.

Safety in Our Nation's Schools

Every day, some school in the country has a police, fire, or ambulance-related emergency, yet according to a recent American Academy of Pediatrics survey, only about half have a written prevention plan for mass casualty incidents (although most have a response plan).

Safety in Our Nation's Schools

If the daily issues of health and public safety are being met reactively, what happens when the inevitable disaster occurs?

Earthquakes, tsunamis, hurricanes, tornadoes, floods, blizzards, gang activity, drugs, alcohol problems, arson fires, theft and health problems (seizures, for example) regularly happen in schools or nearby, but school officials consider paper plans adequate preparation.

Safety in Our Nation's Schools

The missing components boil down to three:

- the collaboration of all affected parties;
- **practicing** existing plans;
- and regularly reviewing and updating prevention and response plans.

A Disaster Report Card

Mick Mortlock

The Public Manager (Spring 2006 – Volume 35, Number 1)



Department of Health and Human Services

Centers for Disease Control and Prevention

Where are the gaps?

In the aftermath of a terrorist event, schools will be called upon to provide services typically not within their realm of expertise. By working together, health and education agencies can ensure that schools:

- Know when it is appropriate to **shelter-in-place** or **evacuate** the school, and have the means to do both;

Schools and Terrorism: A Supplement to the National Advisory Committee on Children and Terrorism (NACCT) Recommendations to the Secretary

Brenda Z. Greene

August 12, 2003



American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Committed to the attainment of optimal, physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.

Other Issues of Concern

School and day care issues:

Children spend up to 80% of their waking hours in school or out-of-home care. Schools and day care facilities must be integrated into disaster planning, with special attention paid to **evacuation**, transportation, and reunification with parents.

Emergency Care Crisis: A Nation Unprepared for Public Health Disasters

Testimony of Steven Krug, MD, FAAP

Homeland Security Subcommittee on Emergency Preparedness, Science and Technology

July 26, 2006



Keeping Cool in a Crisis

Practice the plan. Many schools conduct regular **shelter-in-place** procedures, when staff and students are secured in the building. In an emergency, staff and students should know how to respond and where they should report, especially if the school is **evacuated**.

Raven Padgett, *Director of Communications and Public Relations for National Association of Elementary School Principals (NAESP)*
the **EDUCATION DIGEST** (May 2006 – Volume 70, Number 9)

Practice, Practice, Practice

As problematic as it may seem, practicing an actual **relocation** of students is the best way to verify the plan's components. How to practice may vary according to each school's circumstances, but there will be problems during an actual event that cannot be anticipated in advance, and practicing may minimize the number of problems and provide some level of reassurance to the staff that the plan will in fact work.

Head 'Em Up! Move 'Em Out!
Judy Brunner and Dennis Lewis

Principal Leadership (November 2005 – Volume 85, Number 2)



EDUCATION WEEK

Several Different Scenarios

Terrorism hits you when you least expect it. Regardless of what the national color code of the day is, we have to maintain some sense of preparedness.

Beyond terrorism, accidental spills or police manhunts in neighborhoods surrounding schools are also case in which a school might be advised by local law-enforcement agencies to have children and adults stay **locked** in a school

Disaster Drills Emphasize Plans to 'Shelter' Pupils At School

Linda Jacobson

Education Week (April 30, 2003 – Volume 22, Number 33)

Protection Measures

EVACUATION

Total
Staged



SHELTER-IN-PLACE



RELOCATION



LOCK-DOWN

Internal
External



EVACUATION

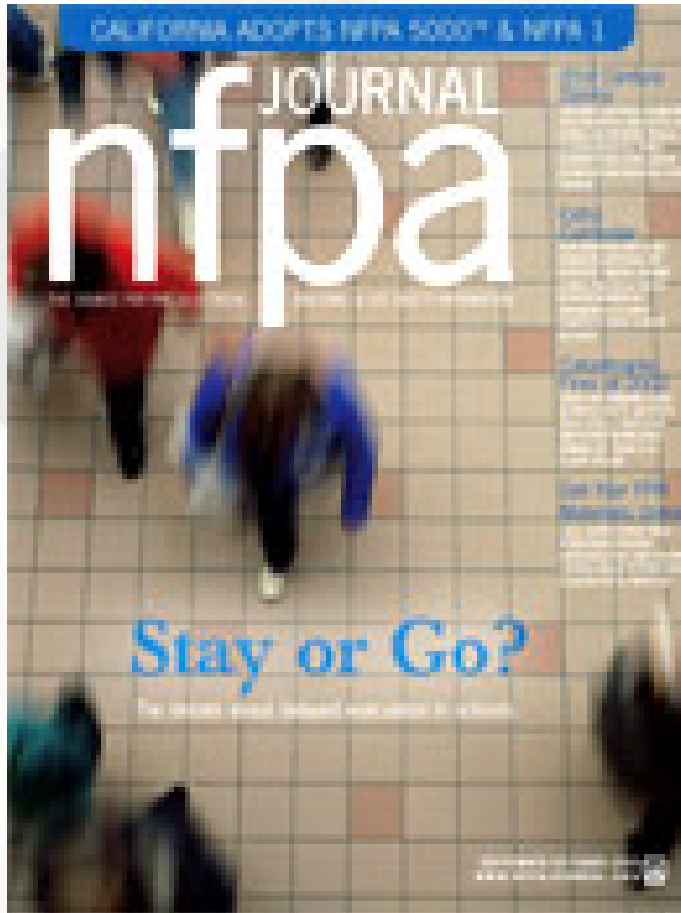
Fire Prevention Regulations

527 CMR 10.09: Schools

(4) (b) Evacuation. Fire exit drills shall include *complete* **evacuation** of all persons from the building.



EVACUATION



Should U.S. schools equipped with fire sprinklers and with fire detection and intercom systems have the option of using a delayed **evacuation** policy when it comes to fire drills or actual fires?

EVACUATION

Both total- and staged-**evacuation** assume the fire or other emergency is located within the building. Both strategies also assume the occupants are physically able to get out of the building without assistance.

Emergency Preparedness: Evacuation vs. Defend in Place Strategies

Building Operating Management (April 2005)



EVACUATION

National Fire Codes

NFPA 1 Uniform Fire Code

10.6* Fire Drills.

10.6.4 Orderly Evacuation.

When conducting drills, emphasis shall be placed on orderly **evacuation** rather than on speed.



Fire Drills

National Fire Codes

NFPA 1 Uniform Fire Code

10.6 Fire Drills

10.6.7 A written record of each drill shall be completed by the person responsible for conducting the drill and maintained in an approved manner. [101:4.7.6]



Fire Drills



527 CMR 10.09

(4) (a) Records. A record of all fire exit drills shall be kept on the premises and persons in charge of such occupancies shall file written reports at least twice a year with the head of the fire department giving the following information:

1. Time of drill.
2. Date of drill.
3. Weather conditions when occupants were evacuated.
4. Number of occupants evacuated.
5. Total time for evacuation.
6. Other information relevant to the drill.

RELOCATION



Many schools contact local churches, libraries, grocery stores, community centers, or other facilities that may be able to accommodate a large number of students. Schools should not assume they have permission to use a certain facility or that the chosen facility has sufficient occupancy unless an agreement, even if it is informal, is reached ahead of time.

Raven Padgett, *Director of Communications and Public Relations for National Association of Elementary School Principals (NAESP)*
the **EDUCATION DIGEST** (May 2006 – Volume 70, Number 9)

Relocation

National Fire Codes

NFPA 1 Uniform Fire Code

10.6* Fire Drills.

10.6.1 Where Required. Emergency egress and **relocation** drills conforming to the provisions of this Code shall be conducted as specified by the provisions of Chapter 20 of this Code or Chapters 10 through 71 of NFPA 101®, *Life Safety Code*®, or by appropriate action of the AHJ. Drills shall be designed in cooperation with the local authorities. [101:4.7.1]



Relocation



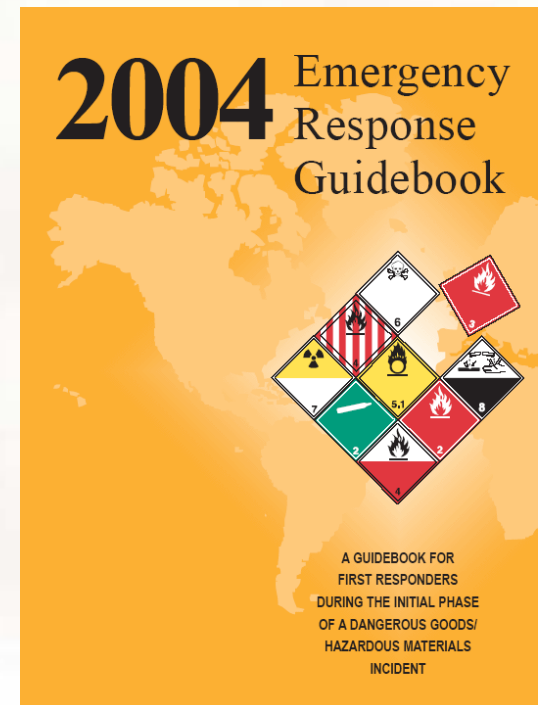
National Fire Codes
NFPA 1 Uniform Fire Code
10.6* Fire Drills.

10.6.6 Relocation Area.
Drill participants shall
relocate to a
predetermined location
and remain at such
location until a recall or
dismissal signal is given.
[101:4.7.5]

SHELTER-IN-PLACE

Shelter In-Place means people should seek shelter inside a building and remain inside until the danger passes.

Sheltering in-place is used when evacuating the public would cause greater risk than staying where they are, or when an evacuation cannot be performed.



SHELTER-IN-PLACE

Shelter-in-place might be *more appropriate* than **evacuation** during a weather emergency, such as a tornado. Occupants will likely be safer if moved to a protected location, away from windows, inside the buildings rather than outside.

Emergency Preparedness: Evacuation vs. Defend in Place Strategies

Building Operating Management (April 2005)



LOCK-DOWN

What is an **internal lockdown**?

During an **internal lockdown** all school interior doors are locked and students are confined to their classrooms with no entry or exit of the school is allowed. This takes place if there is a threat or possible threat inside the school.

LOCK-DOWN

What is an **external lockdown**?

During an **external lockdown** all school exterior doors are locked. This takes place if the threat is outside of the school. If the situation allows, parents could be admitted into the school with proper identification.

Fire Drills

Fire Prevention Regulations

10.09: Schools



(1) The responsible school official in charge of the school or the school system shall formulate a plan for the **protection** and **evacuation** of all persons in the event of fire, and shall include **alternate means of egress** for all persons involved; such plan shall be presented to and approved by the head of the fire department.



Under *No Child Left Behind*, states must report school safety statistics to the public on a school-by school basis, and **districts must use federal school-safety funding to establish a plan for keeping schools safe and drug free.** These plans must include:

- appropriate and effective discipline policies;
- security procedures;
- prevention activities;
- student codes of conduct; and
- **a crisis management plan for responding to violent or traumatic incidents on school grounds.**



Section 363

"Notwithstanding any general or special law to the contrary, the superintendent of each school district shall, prior to the beginning of the school year, meet with the **fire chief** and **police chief** of the city, town or district to formulate a school specific "**Multi-hazard evacuation plan**" for each school under the superintendent's supervision. Said multi-hazard evacuation plan shall encompass, but not be limited to, **evacuations for fires, hurricanes and other hazardous storms or disasters** in which serious bodily injury might occur, shootings and other terrorist activities, and bomb threats. Said plan shall be designed for each school building after a review of each building. Said plan shall include, but not be limited to: (1) establishment of a crisis response team; (2) a designation as to who is in charge of said team and designated substitutes; (3) a communication plan; (4) **crisis procedures for safe entrance to and exit from the school by students, parents and employees**; and (5) **policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis**. Each district, with the assistance of the local police and fire departments, shall annually review and update as appropriate said plan. **At the beginning of each school year, students at each school shall be instructed as to the plan that is developed.**

PLAN

**“The Plan is nothing,
planning is everything”**



PRACTICE

An emergency plan is more than just paperwork. A carefully prepared and regularly practiced plan might be the difference between life and death.

Emergency Preparedness: Evacuation vs. Defend in Place Strategies

Building Operating Management (April 2005)



Questions?

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