



Valley Grande Institute for Academic Studies

EMERGENCY PREPAREDNESS PLAN

2016

345 S. Texas Blvd.
Weslaco, TX 78596
956-973-1945
www.vgi.edu

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INTRODUCTION

The safety of the students, faculty, and staff at Valley Grande Institute for Academic Studies is our highest priority. The overall goal of the Valley Grande Institute for Academic Studies Emergency Preparedness Plan (EPP) is to provide the Valley Grande Institute for Academic Studies with a comprehensive emergency management operation, which will provide reasonable levels of protection necessary for life, property, and the safety of its students and employees.

The EPP will serve as the basic framework for the School in times of an emergency or crisis situation. This framework identifies the individuals and resources necessary to adequately protect students and School employees. The EPP is meant to be a living document that will grow and change within the emergency management process of the School; therefore, it is important to continually assess the policies and procedures of the Plan so that in the event of an emergency or disaster, minimal damage is sustained.

The effectiveness of any emergency preparedness and crisis management program is based on the level of training and the readiness of its personnel. Valley Grande Institute for Academic Studies is committed to ensuring the safety of its students and employees. In order to achieve this, every department has a designated representative who meets as part of the Emergency Response Team (ERT) to review policy and determine what training and communication is required to maintain compliance. Regular emergency preparedness training is part of the scheduled school in-services and participation is required of all Valley Grande Institute for Academic Studies employees.

Students are encouraged to talk to their family members about ways of getting in touch with one another should normal communication be disrupted. Students and family members are reminded that Valley Grande Institute for Academic Studies will likely be a safe place to be during an emergency should immediate travel not be a viable option.

Mari Aviles, B.A., M.Ed.
School Director
Valley Grande Institute for Academic Studies

IMPORTANT PHONE NUMBERS

Emergency Contacts

For life-threatening emergencies, dial 9-1-1 from a landline phone.

DO NOT call from a mobile phone unless you know the address of your location.

Cellphone do not automatically send location data when you dial 911. After the call comes in, the dispatcher's computer transmits a digital request to the cellphone network seeking the phone's location. The data exchange can take seconds or even minutes. Sometimes, it doesn't return a location at all

For all other incidents, use the business numbers listed below.

ORGANIZATION	LOCATION	CONTACT
Police	Weslaco Police Department 901 N. Airport Dr. Weslaco, Texas 78596	Office: (956) 968-8591 Fax: (956) 969-0762 weslacocid@weslacotx.gov
Highway Patrol	Weslaco Highway Patrol 2525 N. International Blvd. Weslaco, TX 78599	(956) 565-7665
Poison Control	National Poison Control Center http://www.aapcc.org/	1-800-222-1222
American Red Cross – South Texas Chapter	6914 W Expressway 83, Harlingen, TX 78551-2202 http://www.redcross.org/ Hours: 8 am to 5 pm Monday-Friday	Phone: (956) 423-0523 Toll Free: (800) 785-7851 Fax: (956) 423-0542
Hospital	Knapp Medical Center Street Address: 1401 E. Eighth St., Weslaco TX 78596	Please contact 911 for all emergencies. Main (956) 968-8567
Fire Department	Fire Department 255 S. Kansas Ave. Weslaco, Texas 78596	Please contact 911 for all emergencies. Office: 956.968.3181
Utilities	Public Utilities Department 255 S. Kansas Ave. Weslaco, Texas 78596	Office: 956.968.3181
Taxi Cabs	City Cab 1905 Bald Cypress Dr Weslaco, TX 78596-9366	(956) 968-8884
Suicide Hotline	Suicide Hotline – National Suicide Prevention Lifeline www.suicidepreventionlifeline.org	Suicide Crisis Center 1-800-273-TALK (8255) 1-800-333-4444
National Weather Service	http://www.weather.gov/	

Valley Grande Institute for Academic Studies Contact Numbers

Campus Office Numbers

OFFICE	PHONE NUMBER
Main Direct Line	956.973.1945
Admissions	956.973.1945
IT Help Desk	956.973.1945
Campus Security	956.973.1945
CEO	956.973.1945

EMERGENCY RESPONSE TEAM

The **Emergency Response Team (ERT)** is responsible for preparing for, mitigating, responding to and recovering from an emergency. Its duties include:

- Ensuring that all elements of this emergency preparedness plan are reviewed and updated as needed, but not less than annually;
- Assigning roles and responsibilities to school personnel in the event of a crisis and conducting training for those individuals to perform those responsibilities;
- Organizing practice emergencies to test the efficiency and appropriateness of the elements of this plan (involving local fire, police or emergency preparedness departments);
- Acting as centralized management during a time of crisis until normal operations have resumed.
- Communicating the situation to designated individuals at the media.

ERT Members

Name	Cell Number
Mari Aviles, School Director	956.638.1494
David Saenz – IT	956.532.6503
Olma Weaver – Allied Health Director	361.318.3727
Phillip Salinas – Asst. Allied Health Director	956.357.6469
Olivia Pena – Vocational Nursing Director	956.472.3906
Gracie Pina – Asst. Vocational Nursing Director	956.376.1758

In the event of an emergency or major disaster, the ERT members should be the points of contact for further instructions.

ERT Communication Tools

Intercom System
Walkie-Talkies
Cell Phones

EMERGENCY RESPONSE TEAM (ERT) RESPONSIBILITIES

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, the 911 Dispatcher, local fire department or police department, as appropriate.

Calling 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

When Reporting an Emergency

Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.

Provide your name, location of the incident and your location, if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received.

The dispatcher will ask questions concerning the type of emergency being reported.

The answers you provide will be relayed to the responding emergency personnel.

Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.

No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

Calling 911 from a Cell Phone

When calling 911 from a cell phone, 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and

addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

Activating the Emergency Response Team (ERT)

The decision to activate the Emergency Response Team is the responsibility of the School Director. The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.

If there are few or no decisions to make, there may be no need to activate the ERT. However, consider activating the ERT whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the ERT to manage the crisis. The ERT can also be used as a management tool to handle planning of unusual or large events.

General Responsibilities

- All ERT Personnel will revise and review their departmental emergency procedures with staff regularly to ensure readiness.
- Environmental Health & Safety: implement and enforce EPP plan, liaise with government agencies.
- Campus Security: coordinate the movement of vehicles, coordinate mass transportation if needed, and assist in the safety/security of persons/property.
- Auxiliary Services: food, water, stock emergency supplies in the warehouse (flashlights, batteries, radios).
- Facilities Management: secure equipment/buildings and prepare facilities, School vehicle movement and readiness, generators, telephone communication, R-card, housekeeping supplies.
- Public Relations Designee: coordinate external and internal communication for the ERT. This individual will provide all communications to the media for all programs and will implement communications to students, faculty, and staff.
- Residential Life: coordinate temporary housing facility
- In the event that the School should be closed due to a weather emergency, the following station plan will be put into effect:
 - The critical role is to monitor the situation and respond to emergencies following the storm.
 - Non-essential personnel will be directed home or to the nearest shelter.

Emergency Response Team (ERT) Checklists

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

School Director

- Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- Identify key staff who should be involved in planning the response.
- Activate the ERT.
- Ascertain what action needs to be implemented. Secure the school building, if necessary.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.
- Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- Identify provisions required for special needs population.
- Determine whether special transportation arrangements are needed.
- Prepare informational letter to squelch rumors.
- Arrange for outside post-disaster trauma counseling for students and staff.
- Identify follow-up activities that will be used to evaluate response.

Designated Staff

- Provide assistance to School Director, as needed.
- Handle telephones.
- Monitor radio emergency broadcasts and communications.
- Assist with health emergencies, as needed.
- Serve as messengers.

Designated Program Directors/Instructors

- Supervise students in their charge.
- Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- Send students in need of first aid to person trained in first aid. Acquire assistance for those who are injured and need to be moved.

Custodians/Maintenance Personnel

- Shut off gas and/or water if required by the emergency.
- Seal off doors, shut down HVAC system if required by the emergency.
- Examine buildings for damage; provide damage control.
- Keep School Director informed of condition of school.
- Assist as directed by the School Director.

Other School Employees (Department Managers or Designee)

- Report to School Director for directions.

Valley Grande Institute for Academic Studies as a Public Shelter

In the event of an emergency, and if the School is in session, the general public will not have access to these buildings.

In the event that the School is not in session and the buildings are empty, if requested, the School Director may authorize the opening of designated facilities as a Public Shelter.

Emergency Preparedness Organization

In the event that one of the emergency preparedness organizations such as the Red Cross asks to set up operations on the campus, the ERT Director will coordinate emergency activities as needed.

Room space will be identified as needed in order for the emergency preparedness organizations to function.

Housekeeping Preparations

Emergency supplies are located in the following location: Housekeeping Supply Room. Custodial emergency supplies will be maintained and contain the following items:

- wet vacuum
- mop and mop bucket, mop wringer
- broom and dust pan
- can liners
- toilet paper
- sponges
- disinfectant
- rags
- absorbent pads to help mop up and deodorize body fluid spills
- ventilation equipment (blower, fan, etc.)
- wet floor sign
- rubber gloves
- flashlights

Maintenance personnel will be mobilized as required by the School Director.

Emergency Assistance

In the event of an impending tornado/natural disaster, the ERT will prepare itself in the best possible manner. First aid kits will be checked and restocked and accessible. Primary first aid assistance will be available at a first aid station located in the Skills Lab.

General Emergency Preparation Information

Suspension of Service

All instructions such as canceling classes, closing of buildings, releasing of employees, etc., will be given only through authorized ERT personnel, which include School Director/all staff.

Resumption of Service

Following the lifting of an emergency situation, essential personnel in the ERT will determine which buildings and facilities can be used safely for classes and other purposes and will make appropriate recommendations to the ERT Director.

The School Director, upon recommendation from the ERT Director, will issue necessary directives and instructions concerning the resumption of classes and the use of School buildings and facilities.

EMERGENCY ACTIONS

All Clear

All Clear is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **All Clear** signifies that the emergency is over. This is the final action used to conclude the following actions:

- Evacuation
- Lockdown
- Shelter in Place
- Standby
- Take Cover

School Director Actions

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **All Clear** announcement.

ERT/Designated Staff Actions

As soon as the **All Clear** announcement has been made, return to the classroom or to staff desks, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

Evacuation

During the preparation for an emergency, the parking lot is our designated evacuation site. If conditions warrant, the ERT may secure transportation to assist with this process. Remaining students, however, will be moved to a suitable location. Depending on the number of students needing shelter, other appropriate facilities may be used.

General Evacuation Procedures

- Signal an evacuation.
- Call 9-1-1.
- Coordinate with ERT and law enforcement agencies.
- Secure transportation to assist students with evacuation.
- Follow evacuation routes
- Check to see if anyone has been left behind
- Report any missing students or staff

School Director Actions

The Assembly Area is the parking lot.

When clearance to return to the buildings is determined or received from appropriate agencies, announce **All Clear** to return to classrooms and resume school activities.

ERT/Designated Staff Actions

Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.

Take the emergency backpack and student roster when leaving the building and Remain in the Assembly Area until further instructions are given.

Wait for another action or the **All Clear** instruction to return to school buildings and normal class routine.

Evacuation of the Building

Evacuation is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat

- Chemical accident
- Explosion or threat of explosion
- Post tornado
- Off-Site Evacuation

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post tornado

School Director Actions

Determine the safest method for evacuating the campus. This may include the use of buses or simply walking to the designated off-site location.

- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **All Clear** instruction and authorize students and staff to return to the classrooms.

ERT/Designated Staff Actions

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location.
- Remain in place until further instructions are given.

To Evacuate by Bus (if applicable)

- Enough busses should be brought to the school site to accommodate the entire student population and staff.
- Bus drivers should take the safest route to the pre-identified evacuation sites. Dangers should be avoided such as driving through flooded roads, crossing bridges of swollen rivers, *etc.*

To Evacuate by Other Vehicles

- If busses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. **A list should be developed of school owned vehicles and staff vehicles that are available.** Drivers should take the safest route to the pre-identified evacuation sites

To Evacuate by Walking

- If it is safe to do so, students and staff may walk to evacuation sites nearby.

Reverse Evacuation

Reverse Evacuation is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This action is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Tornado
- Civil Unrest

School Director Actions

- Determine a safe inside location on the school campus when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **All Clear** to resume school activities.

ERT/Designated Staff Actions

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the **All Clear** instruction to return to school buildings and normal class routine.

How to Assist Those with Disabilities during an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.

- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention - OR
- Indicate directions with gestures - OR
- Write a note with evacuation directions.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

Lockdown

Lockdown is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **Lockdown** is used to prevent intruders from entering occupied areas of the building. The concept of **Lockdown** is a "no one in, no one out" scenario. During **Lockdown**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. ERT or Designated instructors and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **Lockdown** is not normally preceded with any warning. This action is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

Lockdown differs from **Shelter-In-Place** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

School Director Actions

- Make announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

ERT/Designated Staff Actions

- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.

- Remain in the classroom or secured area until further instructions are provided by the School Director, a member of the ERT, or law enforcement.

Shelter in Place

Shelter in Place is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

Shelter in Place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while **Shelter in Place** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

School Director Actions

- Make an announcement on the public address system or determine other appropriate broadcast system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

ERT/Designated Staff Actions

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Wait for further instructions.

EMERGENCY RESPONSES (CODE SILVER)

ARMED SUBJECT OR HOSTAGE

Follow these procedures within building whenever a person:

Has a weapon.

Says they have a weapon.

Is holding another person against their will.

Overall Procedures

Call 911

Notify the School Director and/or ERT member. Relay accurate information:

Where in the building is the event occurring?

How many are involved (perpetrators and hostages)?

What demands, if any, have been made?

Is anyone injured?

Render the appropriate assistance and coordinate with ERT member(s), police, and other authorities.

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Specific actions by school staff will be limited pending arrival of law enforcement officers. School Director and ERT Staff will protect building occupants before help arrives by initiating a Lockdown or Evacuation (or combination of both) for all or parts of the building. School Director will transfer supervision of control of the situation and school property to law enforcement and hostage negotiation team. School Director and ERT will provide support as needed to the law enforcement officers and continuous guidance to students.

School Director Actions

- Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have ERT or designated staff wait at assembly area for police to arrive.

- Protect building occupants before help arrives by initiating a **Lockdown** or **Evacuation** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

ERT Designated/Staff Actions

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **Lockdown**.
- Alert the School Director.
- Account for all students.

BOMB THREAT (Code Yellow)

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Person Receiving Threat by Telephone

- Listen. Do not interrupt caller. Remain calm and courteous.
- Read phone's visual display.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Notice details: background noises, voice descriptions.
- Ask: When? Where? What? How?
- Alert School Director, ERT member, or someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.=
- Call 911 and notify School Director immediately after completing the call.
- Complete the Bomb Threat Checklist.

Person Receiving Threat by Mail

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify School Director.

School Director Actions

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Direct a search team to look for suspicious packages, boxes or foreign objects.

- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

ERT/Designated Staff Actions

- Evacuate students as quickly as possible, using primary or alternate routes.
- Don't return to the building until emergency response officials determine it is safe.

ERT Actions

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make to attempt to investigate or examine object.
- Notify School Director.

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____

DATE _____ TIME _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line.
Listen.

Do not interrupt the caller except to ask:

What time is the bomb set to go off? _____

Where has it been placed? _____

What does it look like? _____

Why are you doing this? _____

Who are you? _____

Words used by caller: _____

Description of caller: Male Female Adult Juvenile

Estimate age of caller: _____ Other notes: _____

Voice characteristics: Loud Soft Deep High Pitched

Raspy Pleasant Intoxicated Nasal

Other _____

Speech: Rapid Slow Disguised Normal

Laughing Slurred Lisp Stutter

Other _____

Manner: Calm Angry Irrational Excited
 Coherent Incoherent Deliberate Crying
 Emotional Righteous Laughing Foul
Other _____

Language: Excellent Good Fair Poor
Use of certain phrases: _____

Accent: Local Foreign Regional
Other _____

Background Noises: Airplane Animals Industrial Machines
 Static Motors Office Machines
 Quiet Music Party Scene
 Street Traffic Trains PA System

CHEMICAL ACCIDENT (Code Orange)

Onsite

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

Person Discovering Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify School Director and/or ERT member.
- DO NOT eat or drink anything or apply cosmetics.

School Director Actions

- Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance staff to shut off mechanical ventilating systems.
- If necessary, proceed with school Evacuation using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.

ERT/Designated Staff Actions

- If Evacuation is implemented, direct all students to report to nearest designated building or assembly area. Check that all students have left the building.
- Upon arrival at evacuation site, notify School Director or ERT personnel of any missing students.
- Do not return to the building until School Director or ERT member has determined it is safe.
- Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

Person Discovering Spill

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify /site administrator.
- DO NOT eat or drink anything or apply cosmetics.

School Director Actions

- Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **Shelter in Place, Evacuation** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

ERT/Designated Staff Actions

- If **Shelter-In-Place**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **Evacuation** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, notify School Director or ERT member of any missing students.

EXPLOSION (Code Triage/External or Internal Disaster)

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion.

School Director Actions

- Determine whether site evacuation should be implemented. **Evacuation** may be warranted in some buildings but others may be used for **Shelter in Place**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify ERT of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If damage requires the school to be closed, notify students and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

ERT/Designated Staff Actions

- Drop, cover and hold on.
- If explosion occurred inside the school building, **Evacuate** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to School Director immediately.
- Render first aid as necessary.
- Do not return to the building until the ERT personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **Shelter in Place**. Keep students at a safe distance from site of the explosion.

DEATH ON SCHOOL SITE

Death of a Student

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations a School Director will face. A communications strategy developed in advance of such tragedy will help the School Director know what to say to the student's family and the school community.

School Director Actions

- Call 911. Verify the death and obtain as much information about it as possible.
- Contact the student's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services.
- Go to each of the student's classes and notify his/her classmates in person.
- If necessary, make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your ERT team/staff to evaluate the response and determine what additional resources might be needed.

ERT/Designated Staff Actions

- Allow students who wish to meet in advising office or other appropriate place to do so.
- Encourage students to report any other students who might need assistance.
- Arrange with outside counselor to provide counseling services onsite.

Death of a Staff Member

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

School Director Actions

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify ERT and instructors prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with ERT team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of outside support services. Do not use a public address or similar system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Determine who from the decedent's family will secure the personal belongings. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your ERT team to debrief at the end of the day and determine what additional resources might be needed.
- Continue to monitor staff and students for additional supportive needs.

FIRE / ARSON (Code Red)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

School Director Actions

- Sound the fire alarm to implement **Evacuation** of the building.
- Immediately **evacuate** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct ERT team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

ERT/Designated Staff Actions

- **Evacuate** students from the building using primary or alternate fire routes
- Maintain control of the students a safe distance from the fire and firefighting equipment.
- Notify School Director of ERT personnel of any missing students.

Near the School

School Director Actions

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **Evacuation**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention.

Please note that this EPP is not intended to be a First Aid manual.

For life threatening and other serious medical emergencies:

- Dial 9-1-1 for paramedics immediately. Do not use a mobile phone unless you can give the dispatcher your address. Be sure to identify yourself, indicate the nature of the injury, and your specific campus location.
- Inform an ERT member (see page (3) for telephone numbers) who will conduct the preliminary investigation, and make any appropriate personnel notifications.

School Director Actions

- Assess the victim (ABC – Airway, Breathing, and Circulation).
- Call 911, if appropriate. Provide:
- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number
- Do not hang up until advised to do so by dispatcher.
- Assign ERT member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign an ERT member to remain with individual, even if he or she is transported to the hospital.
- Advise staff of situation (when appropriate).

ERT/Designated Staff Actions

- Assess the scene to determine what assistance is needed.
- Notify School Director.
- Stay calm. Keep individual warm with a coat or blanket.
- An individual trained in first aid may begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

Student Injuries

An ERT or staff member should document all student injuries whether or not there is any sign of injury.

For minor injuries, first aid kits are available at the following location:

- One first aid kit in Administrative Office
- One first aid kit in each classroom

Do not administer first aid unless you are trained and/or feel comfortable doing so. Use discretion when deciding to move an injured student.

If a student is injured and requires medical attention, provide the student with a copy of the **Student Injury Report** form for completion. If the student is not able to fill out the form at the time of injury, an ERT or staff member should gather as much information from the student and/or witnesses as possible. Make sure to document in detail how the injury occurred.

Staff, ERT members, or other students **should not** attempt to transport the injured student. Call a taxi or paramedics, as necessary, for transport to a medical facility. The injured student may also call a family member for transport.

Employee Injuries

If an employee has a serious occupational injury or illness that requires medical attention beyond first aid, call the paramedics for transport to the nearest medical facility. Another employee should NEVER transport an injured or ill employee to a medical facility.

In all instances when an injury occurs, an incident report must be completed and the incident must be reported to the School Director.

SEVERE WEATHER

An emergency response is required when this type of weather poses any risk to the staff and students.

Tornadoes

<http://www.ready.gov/are-you-ready-guide>

Tornadoes are nature's most violent storms. Spawned from powerful thunderstorms, tornadoes can cause fatalities and devastate a neighborhood in seconds. A tornado appears as a rotating, funnel-shaped cloud that extends from a thunderstorm to the ground with whirling winds that can reach 300 miles per hour. Damage paths can be in excess of one mile wide and 50 miles long. Every state is at some risk from this hazard. Some tornadoes are clearly visible, while rain or nearby low-hanging clouds obscure others. Occasionally, tornadoes develop so rapidly that little, if any, advance warning is possible. Before a tornado hits, the wind may die down and the air may become very still. A cloud of debris can mark the location of a tornado even if a funnel is not visible. Tornadoes generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.

If you are under a tornado WARNING, seek shelter immediately!

If you are in:	Then:
A structure (e.g. residence, small building, school, nursing home, hospital, factory, shopping center, high-rise building)	Go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest building level. If there is no basement, go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors, and outside walls. Put as many walls as possible between you and the outside. Get under a sturdy table and use your arms to protect your head and neck. Do not open windows.
A vehicle, trailer, or mobile home	Get out immediately and go to the lowest floor of a sturdy, nearby building or a storm shelter. Mobile homes, even if tied down, offer little protection from tornadoes.

The outside with no shelter	<p>Lie flat in a nearby ditch or depression and cover your head with your hands. Be aware of the potential for flooding.</p> <p>Do not get under an overpass or bridge. You are safer in a low, flat location.</p> <p>Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter.</p> <p>•Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.</p>
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School Director Actions

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, instruct staff and students to seek inside shelter.
- Await instructions from the Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Instruct staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Instruct staff and students to leave areas that might be affected by storm tide or stream flooding.

ERT/Designated Staff Actions

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, assist staff and students to seek inside shelter.
- Await instructions from School Director and Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Assist staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Assist staff and students to leave areas that might be affected by storm tide or stream flooding.

Hurricanes

<http://www.ready.gov/are-you-ready-guide>

A hurricane is a type of tropical cyclone, the generic term for a low pressure system that generally forms in the tropics. A typical cyclone is accompanied by thunderstorms, and in the Northern Hemisphere, a counterclockwise circulation of winds near the earth's surface.

All Atlantic and Gulf of Mexico coastal areas are subject to hurricanes or tropical storms. Parts of the Southwest United States and the Pacific Coast experience heavy rains and floods each year from hurricanes spawned off Mexico. The Atlantic hurricane season lasts from June to November, with the peak season from mid-August to late October. Hurricanes can cause catastrophic damage to coastlines and several hundred miles inland. Winds can exceed 155 miles per hour. Hurricanes and tropical storms can also spawn tornadoes and microbursts, create storm surges along the coast, and cause extensive damage from heavy rainfall.

Hurricanes are classified into five categories based on their wind speed, central pressure, and damage potential (see chart). Category Three and higher hurricanes are considered major hurricanes, though Categories One and Two are still extremely dangerous and warrant your full attention.

If a hurricane is likely in your area, you should:

- Listen to the radio or TV for information.
- Secure your home, close storm shutters, and secure outdoor objects or bring them indoors.
- Turn off utilities if instructed to do so. Otherwise, turn the refrigerator thermostat to its coldest setting and keep its doors closed.
- Turn off propane tanks.
- Avoid using the phone, except for serious emergencies.
- Moor your boat if time permits.
- Ensure a supply of water for sanitary purposes such as cleaning and flushing toilets. Fill the bathtub and other large containers with water.

You should evacuate under the following conditions:

- If you are directed by local authorities to do so. Be sure to follow their instructions.
- If you live in a mobile home or temporary structure—such shelters are particularly hazardous during hurricanes no matter how well fastened to the ground.
- If you live in a high-rise building—hurricane winds are stronger at higher elevations.
- If you live on the coast, on a floodplain, near a river, or on an inland waterway.
- If you feel you are in danger.

If you are unable to evacuate, go to your wind-safe room. If you do not have one, follow these guidelines:

- Stay indoors during the hurricane and away from windows and glass doors.

- Close all interior doors—secure and brace external doors.
- Keep curtains and blinds closed. Do not be fooled if there is a lull; it could be the eye of the storm—winds will pick up again.
- Take refuge in a small interior room, closet, or hallway on the lowest level.
- Lie on the floor under a table or another sturdy object.

School Director Actions

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, instruct staff and students to seek inside shelter.
- Await instructions from the Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Instruct staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Instruct staff and students to leave areas that might be affected by storm tide or stream flooding.

ERT/Designated Staff Actions

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, assist staff and students to seek inside shelter.
- Await instructions from School Director and Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Assist staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Assist staff and students to leave areas that might be affected by storm tide or stream flooding.

Shelters

Shelter-in-Place

One of the instructions you may be given in case of an emergency is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the

same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off the entire school or office building. If you are told to shelter-in-place, follow the instructions provided here.

Why You Might Need to Shelter-in-Place

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect yourself. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on.

The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

How to Shelter-in-Place At Work

- Directors in each of the buildings are instructed to close the business and bring everyone into one room(s).
- Shut and lock the door(s).
- If there are customers, clients, or visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Unless there is an imminent threat, ask employees, customers, clients, and visitors to call a family member or their emergency contact to let them know where they are and that they are safe.
- The Administrative Assistant will turn on call-forwarding or alternative telephone answering systems or services. The school's voice mail must be changed to indicate that the business is closed, and that staff and visitors are remaining in the building until authorities advise it is safe to leave.
- VGI staff in the room(s) must close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, close the window shades, blinds, or curtains.
- Maintenance staff must turn off all fans, heating and air conditioning systems. Systems which automatically provide for exchange of inside air with outside air need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, pantries, copy and conference rooms without exterior windows will work well.

Avoid selecting a room with mechanical equipment because this equipment may not be able to be sealed from the outdoors.

- Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- VGI employees will write down the names of everyone in the room, and contact the School Director to report who is in the room with you, and their affiliation with VGI (employee, visitor, client, customer.)
- Keep listening to the radio or television until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

How to Shelter-in-Place At School:

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school's Administrative Assistant, or person designated to answer these calls. This room should also be sealed.
- Students are encouraged to use their cell phone to call a parent or family member to let them know that they have been asked to remain in school until further notice, and that they are safe.
- The school's Administrative Assistant will change the recording to indicate that the school is closed, students and staff are remaining in the building until authorities advise that it is safe to leave.
- Close and lock all windows, exterior doors, and any other openings to the outside.
- If there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- The school's Maintenance Department will turn off all fans, heating and air conditioning systems. Systems which automatically provide for exchange of inside air with outside air need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or

the windows are sealed and cannot be opened. Large storage closets, utility rooms and meeting rooms without exterior windows will also work well.

- Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Employees are to write down the names of everyone in the room, and call your schools' School Director to report who is in the room with you.
- Listen for an official announcement from the School Director via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water, and cleanup methods is your safest choice. Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

Earthquakes:

One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible aftereffects. In order to deal with this situation, emergency preparedness must become a way of life. In the event of a major earthquake or disaster, freeways and surface streets may be impassable and public services could be interrupted or taxed beyond their limits. Therefore, everyone must know how to provide for their own needs for an extended period of time, whether at work, home or on the road.

What is an Earthquake?

An earthquake is a sudden movement of the earth, caused by the abrupt release of strain that has accumulated over a long time. For hundreds of millions of years, the forces of plate tectonics have shaped the earth, as the huge plates that form the earth's surface slowly move over, under and past each other. Sometimes, the movement is gradual. At other times, the plates are locked together, unable to release the accumulating energy. When the accumulated energy grows strong enough, the plates break free. If the earthquake occurs in a populated area, it may cause many deaths and injuries and extensive property damage.

Know the Terms

Familiarize yourself with these terms to help identify an earthquake hazard:

Earthquake – A sudden slipping or movement of a portion of the earth's crust, accompanied and followed by a series of vibrations.

Aftershock – An earthquake of similar or lesser intensity that follows the main earthquake.

Fault – The fracture across which displacement has occurred during an earthquake. The slippage may range from less than an inch to more than 10 yards in severe earthquakes.

Epicenter – The place on the earth's surface directly above the point on the fault where the earthquakes rupture began. Once fault slippage begins, it expands along the fault during the earthquake and can extend hundreds of miles before stopping.

Seismic Waves – Vibrations that travel outward from the earthquake fault at speeds of several miles per second. Although fault slippage directly under a structure can cause considerable damage, the vibrations of seismic waves cause most of the destruction during earthquakes.

Magnitude – The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves. A magnitude of 7.0 on the Richter Scale indicates an extremely strong earthquake. Each whole number on the scale represents an increase of about 30 times more energy than the previous whole number represents. Therefore, an earthquake measuring 6.0 is about 30 times more powerful than one measuring 5.0.

School Director Actions

- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building.
- Take appropriate action to safeguard school property.
- Upon passage of the earthquake, if safe, return to normal routine.

ERT/Designated Staff Actions

During an Earthquake:

- Stay in the building. Do not evacuate.
- DROP, and take shelter under tables, desks, in doorways and similar places. Keep away from overhead fixtures, windows, filing cabinets and bookcases. COVER your head and neck with your arms. HOLD the position until the ground stops shaking.
- Assist any disabled persons in the area and find a safe place for them.
- If outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

After an Earthquake:

- Check for injuries. If qualified, give first aid; otherwise, seek help.
- Check for safety hazards: fire, electrical, gas leaks, water supply, etc. Coordinate with the Director and begin turning off all potentially hazardous equipment such as gas and electric appliances.
- Do not use telephones, including cellular/mobile phones, or roads unless necessary. Keep them open for emergency use.
- Be prepared for aftershocks.
- Cooperate, keep informed and remain calm.
- DO NOT RETURN to a building unless told to do so by emergency officials.

If an Evacuation is ordered:

- Seek out any disabled or injured persons in the area and give assistance. Exit using the stairway. Do not use elevators.
- Beware of falling debris or electrical wires as you exit.
- Go to an open area away from buildings, trees, power lines and roadways.
- Wait for further instructions from emergency personnel.

Severe Cold Weather Information

Extreme Cold-- Prolonged exposure to the cold can cause frostbite or hypothermia, and may become life threatening. Infants and elderly people are the most susceptible. Freezing temperatures can cause pipes to freeze and burst in homes that are poorly insulated or without heat. Rivers may freeze during an extended cold spell, creating ice jams that lead to flooding.

Strong Winds-- Strong winds and intense cold fronts can knock down trees, utility poles, and power lines. In the mountains, winds can gust to 100 mph or more, damaging roofs and other structures.

When caught in severe winter weather outside:

- Find Shelter.
- Try to stay dry.
- Cover all exposed parts of the body.

If there is no shelter available:

- Prepare a lean-to, wind break, or cave for protection from the wind.
- Build a fire for heat and to attract attention.
- Place rocks around the fire to absorb and reflect heat.

In a vehicle:

- Stay in your car or truck. Disorientation occurs quickly in extreme cold.
- Run the motor (ten minutes per hour for heat).

- Open the window to let fresh air in and avoid carbon monoxide poisoning.
- Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers by turning on the dome light at night when running the engine, and tying a colored cloth (preferably red) to your antenna or hood.
- Raise the car hood to indicate trouble.

In a building:

- Stay inside. When using alternative heat from a fireplace, wood stove, or space heater, use fire safeguards and proper ventilation.

No heat:

- Close off unneeded rooms.
- Stuff towels or rags in cracks under doors.
- Cover the windows at night.
- Wear layers of loose fitting, light weight, warm clothes.
- Remove layers to avoid overheating, perspiration, and subsequent chill.

School Director Actions

- Monitor weather forecasts and weather-related communications to determine onset of severe weather conditions that may affect school operations.
- Report to site to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.
- Windstorm

School Director Actions

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations.
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

ERT/Designated Staff Actions

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Take cover with students in the shielded areas within the building. Stay away from windows.
- Close all blinds and curtains.
- Avoid structures with large roof spans.

Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

School Director Actions

- Determine if evacuation is required.
- Notify local police department of intent to **Evacuate**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Issue instructions if students will be evacuated to a safer location by means of cars.
- Monitor AM radio weather station KNX 1070 for flood information.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

ERT/Designated Staff Actions

- If warranted, **Evacuate** students using evacuation plan.
- Do not return to school building until it has been inspected and determined safe by property authorities or School Director.

STUDENTS WHO MAY BE SUICIDAL

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should notify the School Director immediately. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

Immediate Action

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.

Immediately report concerns to the School Director or ERT designee.

Under no circumstances should an untrained person attempt to assess the severity of suicidal risk; all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

School Director Actions

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all classes.
- Arrange for medical or counseling resources that may provide assistance.

ERT/Designated Staff Actions

- Inform the School Director of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where the School Director or an ERT member and a telephone will be close by.

Response to a Suicide Attempt Not Occurring at School

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. Any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

Rumors and myths are widespread and damaging.

Students witness police action or emergency services response.

A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.

If school office staff members heard the report, tell them NOT to repeat or give out any information within or outside school unless they are specifically told to do so.

STUDENTS WHO MAY REPRESENT A POTENTIAL THREAT TO OTHERS

Immediate Steps

In the event that a staff member has reason to believe that a student may represent a potential threat to others, the actions listed below are to be taken. These steps apply only to situations in which the student is presenting no immediate threat.

- Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
- Immediately report concerns to the School Director.
- **Under no circumstances should an untrained person attempt to assess the severity of the risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried, but it's not okay to overreact and jump to conclusions.

Threats / Assaults

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

School Director Actions

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
- Is the individual moving towards violent action?
- Is there evidence to suggest movement from thought to action
- High violence potential qualifies for arrest or hospitalization.
- Safety is endangered when there is: (a) sufficient evidence of repetitive/intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **Lockdown** or **Evacuation**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

- If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

ERT/Designated Staff Actions

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **Lockdown**. Close all curtains and blinds.
- Disconnect television systems so the individual cannot view news coverage and see locations of police/students, etc.
- Remain with students until **All Clear** is given.

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

School Director Actions

- Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
 - Determine length of time service will be interrupted.
 - Determine desired action, which may include relocation of students and staff.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use ERT members with oral or written word as an alternate means of faculty notification.
- Implement plan to provide services without utilities or with alternate utilities.

Plan for Loss of Water

- Toilets: red bags – biohazard
- Drinking Water: skills lab
- Food Service: nonperishable emergency supply contracted with JHA
- Fire Suppression: fire extinguishers
- Other: N/A

Plan for Loss of Electricity

- Ventilation: Fans
- Emergency Light: Over all exit doors and flashlights in all rooms
- Computers: 2 battery operated laptops
- Other: N/A

WEAPONS ON SCHOOL PROPERTY

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

School Director Actions

- Remain calm. Depending on how the situation unfolds, initiate **Lockdown** or **Evacuation**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **Lockdown**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
- Name of suspect with weapon.
- Location of witness when weapon was seen.
- What did the suspect do with the weapon after it was displayed?
- What is the current location of the suspect with the weapon?
- Reserve a private area for the suspect to be taken and questioned. Police officer should take possession of and secure any weapon located.
- Secure a detailed written statement from witnesses including staff.
- Provide informational updates to staff and students during next few days to squelch rumors.

ERT/Designated Staff Actions

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the School Director.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Account for all students.

- Assist police officers – provide identity, location and description of individual and weapons.

PUBLIC INFORMATION DISSEMINATION

In an emergency, the School Director is responsible for all means of internal and external communications related to an emergency incident. **Only the School Director or ERT designee is authorized to disseminate official information about campus emergencies to the campus and the community at large.**

The designated individual shall conduct and manage all media contacts, act as lead spokesperson and determine other appropriate spokespersons from campus leadership.

The designated individual will arrange all interviews, distribute all information materials to the press and general public, and assist with communications to the campus community during the emergency. This will be done in coordination with emergency agencies, the School Director and ERT members.

The designated individual will maintain a press briefing area for the duration of the emergency, if necessary.

In the aftermath, the designated individual will continue to handle media inquiries, general public information, and information for campus community as deemed necessary by the situation.

The primary forms of information distribution are: The school's main web page www.vgi.edu, school-wide broadcast e-mail and voice mail, a recorded message on the school's inclement weather/emergency information line via text, and external news media. In the event of computer network inoperability, information may be obtained by local media listed on page 47.

It is important to get a positive message on the school's incoming phone lines as soon as possible. The following is a sample message:

“Valley Grande Institute for Academic Studies has been impacted by the recent _____ disaster. We have implemented our Emergency Preparedness Plan and expect to restore essential operations shortly (or by a certain day).”

In addition, the school may implement a 24/7 telephone call center using a 1-800 phone line to accommodate and provide human responses to incoming inquiries via telephone.

In the event it is necessary to conduct a news briefing, the designated individual will escort reporters on campus, and/or establish an information center for members of the media. The nature and location of the incident will determine the site to be used.

In the event that a press center is established, this venue will be a centralized distribution point for the dissemination of any public materials. It will require current computer/printer and telephone facilities and office or area space for live interviews.

In the event of power outages and the inoperability of the school computer network, information will be disseminated verbally through the school director's office as it becomes available.

If any staff member receives a phone call or e-mail inquiring about an emergency situation, he or she must direct such inquiries to School Director or member of the ERT.

Guide for Dealing with the Media

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

Note: The School Director will coordinate the following activities with designated ERT member who will be the "public information staff member".

- Identify a public information staff member or single information source.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all staff to refer all information and questions to the public information staff member. Remind staff that only designated spokespeople are authorized to talk with news media.
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- Advise students of the school's student media policy.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school's good record.
- Speak to reporters in plain English - not in "educationese."
- If the emergency is a death, consult with the deceased student/staff member's family before making a statement about the victim.
- If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- Delay releasing information until facts are verified and the school's position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.

- Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

- Preparedness of the school
- Coordination of efforts with community agencies
- Access to information for friends and family of students
- Responsible immediate action taken by school representatives (including those in positions of authority)
- Support provided for students at the school.

Always provide a phone number to call for additional or updated information.

The following is to be used as a guideline for communicating during a crisis. Each incident will be different and will require flexibility and adjustment as the situation unfolds.

Public Information Tips

Communication Objectives

- To instill and maintain confidence in the Valley Grande Institute for Academic Studies leadership.
- Public messages will provide accurate, rapid, and complete information to educate, calm fears, and maintain public order.
- To minimize, as much as possible, panic and fear related to the crisis.
- To address, as quickly as possible, rumors, inaccuracies and misperceptions.
- To provide accurate, consistent, and highly accessible information to students, the media and the public at large.

Keys to Effectiveness

- Do not release any information unless it is cleared by the School Director or designated public information staff member.
- Prepare those speaking with the media and with the staff and student populations so that they are knowledgeable of the situation and instill confidence.
- Focus efforts on public safety and prevention.
- Give factual information. Do not over-reassure. Tell people this is a serious situation and what to expect. Be confident in telling the public what you do know, but acknowledge uncertainty:
- *“What we know is ... I wish I could give you more information but there are many things we don’t know yet. We will give regular updates as we learn more.”*
- Acknowledge people’s fears.
- Accommodate the information needs of the media and the general public.

- Maintain flexibility. The situation will constantly change and you will need to adapt to new information and shift gears. The plan you developed one hour ago may no longer be valid.
- Maintain a high state of situational awareness.
- Do no further harm.

Television Stations

KRGV-TV CHANNEL 5 NEWS Programming: ABC http://www.krgv.com/category/305704/news	900 East Expressway Weslaco, TX 78596 O. 956-631-5555 - 956-968-5555 F. 956-973-5016
KGBT Channel 4 Programming: CBS Web Site: http://www.kgbt4.com/	9201 West Expressway 83 Harlingen, TX 78552 O. 956.366.4444 F. 956.366.4494

Radio Stations

KTEX 100.3 901 E Pike Blvd, Weslaco, TX 78596 http://ktex.heart.com/	O. 956 973-9202
KHID-FM 88.1 RGV Educational Broadcasting, Inc. publicradio [at] kmbh.org <i>Blues, Classical, Jazz, News/Talk, Public Radio</i>	1701 Tennessee Avenue; Harlingen, TX 78551 (956) 421-4111; (956) 412-5624; Fax (956) 421-4150
KBTQ-FM 96.1 Owner: Univision Radio aalmazan [at] univision.com <i>AC, Spanish AC</i> KBTQ (96.1 FM) "The Beat 96.1".	200 South 10th Street, Suite 600; McAllen, TX 78501 (956) 631-5499; (866) 961-2328; Fax (956) 631-0090

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

Identify and notify internal groups including ERT members, instructors, students, maintenance staff, and support services staff to include admissions, career services, financial aid, registrar, etc. These are primary sources of information that are likely to

be contacted in their neighborhoods such as at grocery stores. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated. Administrative staffs who answer the telephone at the school must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.

Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

EMERGENCY PREPAREDNESS REVIEW CHECKLISTS

GENERAL EMERGENCY PLANNING ACTION CHECKLIST

- Determine what crisis plans exist in the school and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit (if available) to examine school buildings and grounds.
- Conduct an assessment to determine how these problems – as well as others – may impact school vulnerability to specific crises.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for staff and students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

EMERGENCY REVIEW CHECKLIST

School: _____

Year: _____

Activity	Responsible Person	Date Completed
School Facilities/Grounds Hazard Assessment		
Review School Buildings Plan		
Review Evacuation Routes		
Update Emergency Phone Numbers and Resources		
Inventory of Special Staff Skills		
Survey of Neighborhood Resources		
Assign Staff Emergency Functions		
Staff Orientation of Plan		
Review Plan		

EMERGENCY PLANNING CHECKLIST

Preparedness	YES	NO
Does your school have a disaster plan and is it updated regularly?		
Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?		
Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?		
Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?		
Is your staff trained to perform the responsibilities under SEMS/NIMS?		
Have you had drills and exercises that involve the performance of SEMS/NIMS duties?		
Have you conducted an inventory of the kinds of skills or needs of your staff?		
Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?		
Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?		
Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?		
Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?		
Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?		
Mitigation	YES	NO
Have bookshelves, file cabinets, free-standing bookcases, etc. been bolted to the wall or arranged to support each other?		
Have heavy items been removed from the tops of bookshelves and cabinets?		
Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?		
Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?		
Are televisions mounted and secured properly in classrooms?		
Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?		
Have inventories been made of hazardous materials throughout your schools and facilities?		
Are hazardous materials identified separated and stored properly?		
Is there an earthquake preparedness program in your plan?		
How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?		
Emergency Response	YES	NO
Does your school have a policy requiring the use of SEMS/NIMS?		
Has your administration clearly communicated OES policy and performance expectation to all staff?		
Has your school incorporated the principles of SEMS/NIMS in its plan,		

emergency response procedures and training materials?		
Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?		
Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?		
Does your school have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?		
Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?		
Have you identified an evacuation site? Is there an alternate location if your original site is not useable?		
Have you determined how to transport students to an alternate location if necessary?		
Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?		
Do you know what to do with seriously injured students?		
Have you developed emergency sanitation procedures?		
Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster and is properly trained in accordance with SEMS/NIMS?		
Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?		
Has the EOC been equipped with maps of the campus, facilities and hazards in the area, first aid supplies and other tools necessary to manage the emergency response after a disaster?		
Does your campus have an internal communication system such as walkie-talkies, bullhorn and/or public address system?		
Recovery	YES	NO
Have you Identified record keeping requirements and sources of financial aid for disaster relief?		
Is someone designated to determine if buildings are safe after an event?		
Do you have an established absentee policy for staff and students after a disaster?		
Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?		
Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc.?		
Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?		
Are you familiar with the procedures involved and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.		