



# Southwest University at El Paso

## **EMERGENCY PREPAREDNESS PLAN**

**2018**

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## INTRODUCTION

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The safety of the students, faculty, and staff at Southwest University at El Paso is our highest priority. The overall goal of the Southwest University at El Paso Emergency Preparedness Plan (EPP) is to provide Southwest University at El Paso 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. Southwest University at El Paso 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 Southwest University at El Paso 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 Southwest University at El Paso will likely be a safe place to be during an emergency should immediate travel not be a viable option.

Benjamin Arriola Jr.  
President  
Southwest University at El Paso

## IMPORTANT PHONE NUMBERS

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### 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. The call may be routed to the State Police/Highway Patrol, which is then transferred to the El Paso Police Department.

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

ORGANIZATION	LOCATION	CONTACT
Police	El Paso Police Department 2 Civic Center Plaza El Paso, TX 79901	911 (915) 541-4000
County Sherriff	El Paso County Sherriff's Office 3850 Justice El Paso, TX 79938	(915) 538-2217
Texas Department of Public Safety	Texas Department of Public Safety 5805 North Lamar Blvd. Austin, Texas 78752-4422	(512) 424-2000
Poison Control	West Texas Regional Poison Control Center <a href="http://www.poisoncenter.org/">http://www.poisoncenter.org/</a>	1-800-222-1222
American Red Cross	Red Cross El Paso 3620 Admiral Street El Paso, TX 79925	(915) 592-0208
Hospital	University Medical Center of El Paso 4815 Alameda Ave. El Paso, TX 79905	(915) 544-1200

**Southwest University at El Paso**

<b>ORGANIZATION</b>	<b>LOCATION</b>	<b>CONTACT</b>
Fire Department	El Paso Fire Department 416 N. Stanton St. Ste. 200 El Paso Texas, 79901	911 (915) 485-5600
Utilities	<p>Electric El Paso Electric 100 N. Stanton El Paso, Texas 79901</p> <p>Gas Texas Gas Service 4600 Pollard Street El Paso, TX 79930</p> <p>Water El Paso Water Utilities 1154 Hawkins Boulevard El Paso, TX 79925</p> <p>Internet Hunt Leigh Technology Group 201 E. Main Suite 100 El Paso, TX 79901</p> <p>Phone AT&amp;T 8401 Gateway Boulevard West El Paso, TX 79925</p> <p>Waste Environmental Services 7969 San Paulo El Paso, TX 79907</p>	<p>(915) 543-5711</p> <p>(800) 700-2443</p> <p>(915) 594-5500</p> <p>(915) 832-0100</p> <p>(915) 771-9089</p> <p>(915) 621-6700</p>
Taxi Cabs	Sun City Cab Co. Inc. 2930 Magoffin Ave. El Paso, TX 79901	(915) 544-2211

**Southwest University at El Paso**

<b>ORGANIZATION</b>	<b>LOCATION</b>	<b>CONTACT</b>
Suicide Hotline	Suicide Hotline – National Suicide Prevention Lifeline www.suicidepreventionlifeline.org	1-800-273-TALK (8255)
Storm Prediction Center	<a href="http://www.spc.noaa.gov">www.spc.noaa.gov</a>	

**Southwest University at El Paso Contact Numbers**

**Campus Office Numbers**

<b>OFFICE</b>	<b>PHONE NUMBER</b>
Main Direct Line	915-778-4001
Admissions	915-778-4001
IT Help Desk	915-778-4001
Campus Security	915-778-4001
School Director, President & CEO	915-778-4001

**All Campus Staff Contact Information**

<b>Staff Member</b>	<b>Title</b>	<b>Cell Number</b>
Marisol Gutierrez	<b>School Director</b>	<b>915-315-1559</b>
Jeremy Burciaga	<b>Academic Dean</b>	<b>915-525-6104</b>
Benjamin Arriola Jr.	<b>School President</b>	<b>915-820-6691</b>
Ruben Marquez	<b>Admissions Director</b>	<b>915-740-3276</b>
Ruben Rodriguez	<b>Medical Assistant Director</b>	<b>915-731-2811</b>
Jorge Fernandez	<b>Evening School Director</b>	<b>915-704-6568</b>

Southwest University at El Paso

<b>Staff Member</b>	<b>Title</b>	<b>Cell Number</b>
Dr. James Ramos	<b>MLT Director</b>	<b>915-309-1805</b>
Jose Nakid	<b>Business Director</b>	<b>915-526-6683</b>
Valerie Crusoe	<b>Registrars and Library Director</b>	<b>915-996-4401</b>
Carla Lechuga	<b>Student Services and Retention Specialist</b>	<b>915-820-6515</b>



## EMERGENCY RESPONSE TEAM

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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; and
- Communicating the situation to designated individuals at the media.

### ERT Members

Name	Cell Number
School President – Benjamin Arriola Jr.	915-820-6691
Public Relations Designee – Jeremy Burciaga	915-525-6104
School Director – Marisol Gutierrez	915-315-1559

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
- Emails
- Su Learning Message
- Website Message

## EMERGENCY RESPONSE TEAM (ERT) RESPONSIBILITIES

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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 headquarters will be at the school director's and students services office located in main building #100 telephone number 915-778-4001, Fax number 915-778-1575. In the event that additional facilities are needed either as a shelter or for command purposes, the main building # 100 will be the primary back-up site. This staff will remain on-site until the emergency condition has passed. Families of essential personnel who will stay on-site are encouraged to use the shelter as well.

## **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.

### **Southwest University at El Paso 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: Front Office
- 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
  - glass patch
  - 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, 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 Front Office.

## **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 Benjamin Arriola Jr., Jeremy Burciaga, Marisol Gutierrez.

### **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

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### 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, it is desirable to evacuate all students. 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 should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- 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

### **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
- Active Shooter at Hand

**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

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### 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.

***Building Move to “Code Red” Procedure Immediately.***

**Overall Procedures**

1. Call 911
2. Notify the School Director and/or ERT member. Relay accurate information:
  - a. Where in the building is the event occurring?
  - b. How many are involved (perpetrators and hostages)?
  - c. What demands, if any, have been made?
  - d. Is anyone injured?
3. 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. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department and providing 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

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.
- Do not 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 (shrubby, 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:**

1. What time is the bomb set to go off? \_\_\_\_\_  
\_\_\_\_\_

2. Where has it been placed? \_\_\_\_\_  
\_\_\_\_\_

3. What does it look like? \_\_\_\_\_  
\_\_\_\_\_

4. Why are you doing this? \_\_\_\_\_  
\_\_\_\_\_

5. 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:**

- |                                   |                                  |                                    |                                  |
|-----------------------------------|----------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> Rapid    | <input type="checkbox"/> Slow    | <input type="checkbox"/> Disguised | <input type="checkbox"/> Normal  |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Slurred | <input type="checkbox"/> Lisp      | <input type="checkbox"/> Stutter |
| Other                             |                                  |                                    |                                  |
- 

**Manner:**

- |                                    |                                     |                                     |                                  |
|------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| <input type="checkbox"/> Calm      | <input type="checkbox"/> Angry      | <input type="checkbox"/> Irrational | <input type="checkbox"/> Excited |
| <input type="checkbox"/> Coherent  | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Deliberate | <input type="checkbox"/> Crying  |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Righteous  | <input type="checkbox"/> Laughing   | <input type="checkbox"/> Foul    |
| Other                              |                                     |                                     |                                  |
- 

**Language:**

- |                                    |                               |                               |                               |
|------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <input type="checkbox"/> Excellent | <input type="checkbox"/> Good | <input type="checkbox"/> Fair | <input type="checkbox"/> Poor |
| Use of certain phrases:            |                               |                               |                               |
- 

**Accent:**

- |                                |                                  |                                   |
|--------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Local | <input type="checkbox"/> Foreign | <input type="checkbox"/> Regional |
| Other                          |                                  |                                   |
- 

**Background Noises:**

- |   |                                  |  |
|---|----------------------------------|--|
| <input type="checkbox"/> Airplane       | <input type="checkbox"/> Animals | <input type="checkbox"/> Industrial Machines |
| <input type="checkbox"/> Static         | <input type="checkbox"/> Motors  | <input type="checkbox"/> Office Machines     |
| <input type="checkbox"/> Quiet          | <input type="checkbox"/> Music   | <input type="checkbox"/> Party Scene         |
| <input type="checkbox"/> Street Traffic | <input type="checkbox"/> Trains  | <input type="checkbox"/> PA system           |

## CHEMICAL ACCIDENT

### 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.

### Offsite

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

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 affect 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 belongs. 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

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 4 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 locations:

- Location #1 – Front Office
- Location #2 – Clinical Lab Building 400
- Location #3 – Financial Building 600
- Location #4 – Laboratory Building 200
- Location #5 – Building 800
- Location #6 – Front Office Shop

*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.

### Earthquakes:

**One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible aftereffects. To those of us who live and work in Orange County, earthquakes and other natural emergencies are a reality. 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 earthquake 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:

1. Stay in the building. Do not evacuate.
2. 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.
3. Assist any disabled persons in the area and find a safe place for them.
4. If outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

After an Earthquake:

1. Check for injuries. If qualified, give first aid; otherwise, seek help.
2. 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.
3. Do not use telephones, including cellular/mobile phones, or roads unless necessary. Keep them open for emergency use.

4. Be prepared for aftershocks.
5. Cooperate, keep informed and remain calm.
6. DO NOT RETURN to a building unless told to do so by emergency officials.

If an Evacuation is ordered:

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

## **Tornado**

The severity of a tornado is based on wind speed and the amount of property damage incurred. A major problem in responding to tornados is the short time they take to develop, their erratic movement and the tremendous forces they expend.

- A tornado may be the most violent phenomenon found in nature. Winds can easily exceed 200 mph.
- Most tornados occur between May and July. The major threat of tornado is in the afternoon or evening hours.
- More than 75% of tornados occur between noon and seven p.m. tornados usually move from southwest to northeast.

**Tornado Watch:** Tornadoes are possible in your area; remain alert for approaching storms.

**Tornado Warning:** A tornado has been sighted or indicated by weather radar. If a tornado warning is issued for your area and the sky becomes threatening, move to your pre-designated place of safety.

Tornado Warnings are issued by the National Weather Service when a tornado has been sighted by an officially trained weather spotter or is indicated by radar. Tornado Warnings are broadcast by local media.

## **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.

- Move staff and students in pre-designated shelter areas. Interior hallways and rooms on the lowest floor are best. Avoid area of wide, free-span roofs. Stay away from windows and outside walls.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

#### **ERT/Designated Staff Actions**

- 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.

#### **Severe Winter Weather Information**

**Ice Storms**--Heavy accumulations of ice can bring down tree, electrical wires, telephone poles and lines, and communication towers. Communications and power can be disrupted for days while the utility company works to repair the extensive damage.

**Snow Storms**--Heavy snow can immobilize a region and paralyze a city, stranding commuters, stopping the flow of supplies, and disrupting emergency and medical services. Accumulations of snow can collapse buildings and knock down trees and power lines. In the mountains, heavy snow can lead to avalanches. The cost of snow removal, damage repair, and loss of business can have large economic impacts on cities and towns.

**Extreme Cold**--extreme cold often accompanies winter storms or is left in its wake. 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 Storm Winds**-- sometimes winter storms are accompanied by strong winds creating blizzard conditions with blinding wind-driven snow, severe drifting, and dangerous wind chill. Strong winds with these intense storms and 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 a winter storm 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 snow 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.
- Avoid eating snow because it will lower your body temperature, instead melt it first.

In a vehicle:

- Stay in your car or truck. Disorientation occurs quickly in wind-driven snow and 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.
- After the snow stops falling, 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 storm 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           KTSM AM 690           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: \_\_\_\_\_  
Drinking Water: \_\_\_\_\_  
Food Service: \_\_\_\_\_  
Fire Suppression: \_\_\_\_\_  
Other: \_\_\_\_\_

### Plan for Loss of Electricity

Ventilation: \_\_\_\_\_  
Emergency Light: \_\_\_\_\_  
Computers: \_\_\_\_\_  
Other: \_\_\_\_\_

### Plan for Loss of Natural Gas

Heat: \_\_\_\_\_  
Food Service: \_\_\_\_\_



## 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

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- 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 <http://www.southwestuniversity.edu>, school-wide broadcast e-mail and voice mail, a recorded message on the school's inclement weather/emergency information line (915) 778-4001, and external news media. In the event of computer network inoperability, information may be obtained from local media listed previously.

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:

*"Southwest University at El Paso 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 "Gibberish."
- 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 Southwest University at El Paso 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.

## Radio and Television Stations

### **KVIA 7 (ABC)**

4140 Rio Bravo Street  
El Paso, Texas 79902  
(915) 496-7777

### **KFOX 14 (FOX)**

6004 North Mesa St.  
El Paso, TX 79912  
(915) 833-8973

### **KTSM 9 (NBC)**

801 N. Oregon  
El Paso, Texas 79902  
(915) 532-5421

### **KDBC 4 (CBS)**

801 N. Oregon  
El Paso, Texas 79902  
(915) 532-5421

## Radio Stations

### **KLAQ 95.5**

4180 N. Mesa  
El Paso, Texas 79902  
(915) 880-4955

### **KISS 93.1**

4180 N. Mesa  
El Paso, Texas 79902  
(915) 880-9393

### **EXA 98.3**

5862 Chromo Suite 151  
El Paso, Texas 79912  
915-231-5500

## 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 who 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 staff 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.

## CAMPUS MAPS

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TBD – Include campus maps and site maps that include information related to rooms, halls, stairs, elevators, utility shut offs, staging areas, etc.



## EMERGENCY PREPAREDNESS REVIEW CHECKLISTS

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### 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.

### ANNUAL 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		

<b>Activity</b>	<b>Responsible Person</b>	<b>Date Completed</b>
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?
- YES  NO  Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?
- YES  NO  Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?
- YES  NO  Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?
- YES  NO  Is your staff trained to perform the responsibilities under SEMS/NIMS?
- YES  NO  Have you had drills and exercises that involve the performance of SEMS/NIMS duties?
- YES  NO  Have you conducted an inventory of the kinds of skills or needs of your staff?
- YES  NO  Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?
- YES  NO  Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?

YES  NO  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?

YES  NO  Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?

YES  NO  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?

YES  NO  Have heavy items been removed from the tops of bookshelves and cabinets?

YES  NO  Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?

YES  NO  Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?

YES  NO  Are televisions mounted and secured properly in classrooms?

YES  NO  Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?

YES  NO  Have inventories been made of hazardous materials throughout your schools and facilities?

YES  NO  Are hazardous materials identified, separated and stored properly?

YES  NO  Is there an earthquake preparedness program in your plan?

YES  NO  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?

**Southwest University at El Paso**

- YES  NO  Has your administration clearly communicated OES policy and performance expectation to all staff?
- YES  NO  Has your school incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials?
- YES  NO  Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?
- YES  NO  Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?
- YES  NO  Does your school have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?
- YES  NO  Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?
- YES  NO  Have you identified an evacuation site? Is there an alternate location if your original site is not useable?
- YES  NO  Have you determined how to transport students to an alternate location if necessary?
- YES  NO  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?
- YES  NO  Do you know what to do with seriously injured students?
- YES  NO  Have you developed emergency sanitation procedures?
- YES  NO  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?
- YES  NO  Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?
- YES  NO  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?
- YES  NO  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?
- YES  NO  Is someone designated to determine if buildings are safe after an event?
- YES  NO  Do you have an established absentee policy for staff and students after a disaster?
- YES  NO  Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?
- YES  NO  Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc.?
- YES  NO  Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?
- YES  NO  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.