

PROCTOR DEVELOPMENT TRAINING - TIER TWO

PREPARING FOR AND RESPONDING TO EMERGENCY SITUATIONS



Training and Organizational Development

A DIGITAL STUDENT LEARNING GUIDE

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What is Emergency Preparedness?

This student learning guide is designed to give you a quick look at the basic plan and its application to your department or building as you move toward helping your department develop specific, current emergency management plans for your work site. Portions of the university's plan are included and noted by quote marks (' '). Note that most of those sections that do NOT apply to proctors have been omitted.

Basics

There are a few fundamental concepts in emergency planning that apply to schools, businesses, and, frankly, in your home. These include: Readiness, Response, and Recovery. These concepts go by several names and models, but the process and goals are the same – be prepared for any hazard!

Note that there are small 'quizzes' (or reviews) at several points in the student learning guide to help you know that you are learning the materials presented, or receive a hint that you may want to review the material presented just before the quiz.

Though planning for emergencies may seem overwhelming at first, as you learn more about how emergency preparedness and planning occur, you will become more comfortable that emergency needs and concepts of operation are similar in many emergency settings. REMEMBER, your role is to ASSIST YOUR DEPARTMENT AND LEADERS in being prepared—not take on that responsibility by yourself!

Speaking of our leaders, Annex E of the university plan tells deans, directors, and department heads what their roles include. ALL employees should assist in making and updating their department plan and participate in all exercises so they know what is expected of them during emergencies (this is for their own safety as well as that of students, visitors, and other department employees). A link has been updated to access this portion of the plan: <http://publicsafety.colostate.edu/pdf/Annex-E-DeansDirectorsDeptHeads.pdf>

Also, ***always*** plan for contingencies. Phones, power, and computers may not be functional, staff may be home sick or injured in the event – who covers for them, transportation may be hampered, and responders may not be able to reach you or your department quickly. Plan for how to handle these eventualities and practice them during drills and exercises.

Here is a link to the summarized Colorado State Emergency Response Plan for your convenience: <http://publicsafety.colostate.edu/pdf/ERP-march2013.pdf>

Why Should We Plan? Here's how San Francisco looks at it: www.72hours.org

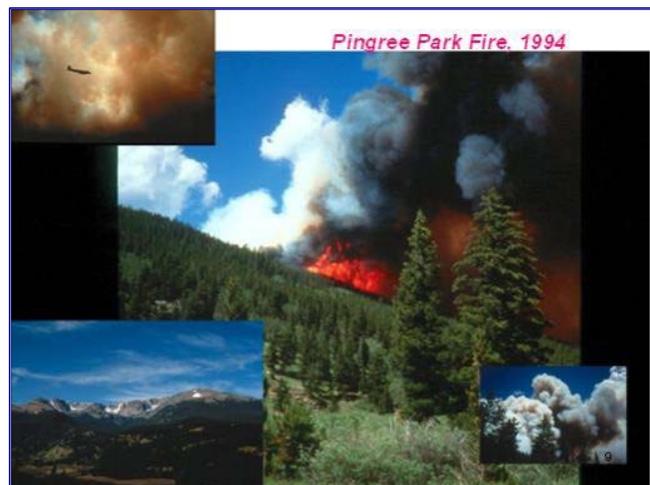
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Section 1: Introduction

What is emergency preparedness? It is learning how to be ready for an emergency, how to respond when it happens, and how to “get things back to normal”, including people, as soon as possible after the emergency is over. We’ll explore the process in the following sections of your learning guide.

Colorado State University has a current plan which is reviewed monthly and updated at least annually for overall operations of the university. ***The goals of the plan are:***

- “Protect and preserve human life, health and well-being;
- Minimize damage to the natural environment;
- Minimize loss, damage or disruption to the university’s facilities, resources and operations;
- Provide essential services and operations;
- Manage immediate communications and information regarding emergency response operations and campus safety;
- Provide and analyze information to support decision making and action plans;
- Minimize exposure to infectious disease in event of a public health crisis;
- Temporarily assign university staff to perform emergency work;
- Invoke emergency authorization to procure and allocate resources; and
- Prepare for disaster mitigation and recovery.”



The Proctor’s Role and the Department and Leadership Roles

As Building Proctors, your role is outlined in Annex E of the University EOP on Page 1. All employees have roles as well, listed on Page 2 of Annex E. Also in that annex is an introduction to Lockdowns on Page 3 and the Building Safety Plan process on Page 4.

A team of employees from your department (and other departments within the same building), including part-time and student employees when appropriate, should consider your work environment, equipment, and unit goals, and ask what emergencies may occur. All departments should plan for fires, medical emergencies, weather issues, utility interruptions, violent intruders (or persons within or outside the department) who could be threatening, and other common emergencies and the resulting evacuation or ‘protect in place’ actions that

follow. Does your department have special concerns such as animal or medical care facilities, food service, laboratory, swimming pool, day-care facilities, or other special operations that may require special guidance within your building plan?

Evaluating or Assessing Possible/Probable Hazards

How likely are these events to occur? Once you answer these questions, you can prioritize the order in which you address them. For example, frequent or high-risk events first and lower risk and less frequent events later. You'll notice we're not asking you to address the 'asteroid that destroys the planet' as the plan would be useless in such a disaster. Also, remember to plan for contingencies as you follow your assessment to completion.

Only you and persons who serve our community within your operation can make this assessment. Help is available from the University Emergency Manager, Training and Organizational Development, University Police and others. Check those departments' websites for contact information.

ACTIVITY – Answer the following:

1. Who in your department should be involved in an assessment or plan update team?
Check with the boss of course!

2. What is the deadline for completing and initial assessment or update?

3. Have you checked this link, along with your staff, so they know what can happen?
www.colostate.edu/features/flood97-main.aspx. If you haven't checked it, do so.

4. List your hazards in priority on a sheet you can use to check off completion of each one.



Section 2: Mitigating Concerns, Planning, and Processes

Steps to reduce the likelihood and impact of any event - Mitigation

When you know the hazards you may face, you can identify actions to either reduce the chance that they will actually occur, or reduce the impact of an event that does occur. Department leaders and staff should consider steps to take to prevent or reduce the impact of emergencies,

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then consider which actions are appropriate, cost effective, and ‘worth the time and effort to put into place.

Making a plan (all hazards) to meet the emergencies and hazards you’ve identified - Planning

Once you have decided what emergencies or hazards your department is likely to face, determine if your department has a plan in place for safe handling of emergencies and major disasters. If so, don’t “reinvent the wheel”, update that plan annually at a minimum with all staff in your department taking part in this review. If people around you are not convinced it can happen at CSU, check out this link, which I call “Fire on the Mountain”:

www.today.colostate.edu/story.aspx?id=1756

If you have no plan, a template for making one is available, titled Safety Plan, at this website:
www.ehs.colostate.edu/WBuildSafety/PDF/Safety.doc

This plan should cover all hazards you identified in the section above and include quick checklists for staff to follow in taking action to address the issues generated by the hazard. *If you use the Safety Plan template, you may add sections or remove unnecessary sections as required.*

Your plan should be written to give quick, concise, clear guidance to all your departmental staff, including new, part time, and student staff. Again, checklists that are quick and simple are highly encouraged. You will see examples of such checklists in your building proctor training class.

A number of actions or processes (procedures) may be necessary for your staff to follow. Include these in your plan as indicated below. These questions will assist you in deciding what directions you need to give your staff in your safety plan for decisive, effective, and safe action.

Processes

Each of the processes below can be addressed in checklists that your staff can easily follow. You may need some, all or none of the below procedures in a given emergency. *Practicing your plan regularly will assist leaders and staff in identifying which procedures are required in which events. Your plan should also be reviewed and updated after every drill, emergency, or annually.*

Building Security

Security of your building, records, research, equipment, and staff is covered on ‘normal days’ by the University Police Department. During a major emergency, your staff may need to make sure that your department and building are secure, assuming it is safe for you to access and secure your work areas. Consider who has or needs keys, what needs securing, and how you will track these actions. Who gets this assignment? Remember, safety of your staff always comes first!

Logistics (What equipment is needed for staff, safety, building and transport safety, labs, computers and servers, storage of critical info/items, etc.)

Do employees or students who are helping with the emergency need personal protective equipment (PPE)? Are computers backed up, along with power supplies? Are power supplies protected from surges? How are confidential records and research secured and where are they 'backed up'? What actions need to be taken for safe lab closure and security? Are there animals, children, persons with disabilities that will require specialized equipment? What employees play this role?

Communication plan from the very first warning till the final debriefing

How will your employees, students, visitors, vendors, and others be warned? Do you have group phone or text capability? Do you use social media? Do you depend on email (which may or may not be available or effective in an emergency)? How often will you hold briefings to keep your department up to date on issues and concerns? Who communicates 'outside' your department (e.g. with police or responders, with the Emergency Operations Center, with media, etc.)? Can you use recordings, social media or text messages to share information if your department is closed due to or other emergency?

Documentation plan (issues, events, decisions, actions, and impacts, NOT EVERY discussion) How will you document major issues and events, decisions that are made by department leaders, actions taken, and costs involved in the emergency event? Remember, not every action or discussion needs to be recorded, but there must be a record for your department to recover costs, ensure safety, do debriefings, and improve your safety plan 'for next time'.

SAFETY! - Staff, Lab and Special Areas

Have you identified special areas in your operations (both within your department and 'in the field')? Who will handle these issues and what training do they require to do so safely? What about staff safety throughout the emergency? See the description of the "Safety Officer's" role on page 21 below.

Transportation

In major events such as floods, snowstorms, tornado, and others, how will critical staff get to your department, or to their assignments, safely during the emergency? Not everyone has a 'Hummer' or SUV with 4x4 capability.

Ongoing critical services for classes and students

Have you identified what services or classes are critical for your students, customers, and staff during an emergency? For example: animals need care, students need to be fed and housed, utilities must function, and medical care may be required.

Vendor coordination

You coordinate orders with vendors (e.g. food and drink machines, copiers, oxygen or other chemical supplies) every day. Who will warn them, and how, during an emergency?

Cultural concerns and communication in your department

We serve a multitude of different people from different countries, locales, and backgrounds at CSU. How will they know and understand what to do during an emergency? Who in your department has the capability to work with them for safety? What materials may be needed?

Your Family and Preparedness

Have you discussed possible emergencies with your children and others who may live with you (e.g. Elderly or persons with limited abilities)? Do they know when to evacuate and when to ‘stay put’? How will your pets be taken care of? Where will your family meet and how will they communicate? These are important considerations so you can have some comfort at work during emergencies. Know how your children’s schools will handle emergencies too!

Simple is Better!

Rather than using your entire plan during emergencies, strongly consider having your plan ‘segmented’ so a section related to a given emergency, along with a communication roster and maps as needed, can be reviewed by involved persons in your building during an emergency. This prevents having to have access to an entire emergency plan manual when only a few pages may be relevant.

[Also see page 13 below]

Continuity of Critical Operations

Don’t forget – not all operations have to continue during an emergency. For example, staff training can be done at another time, visitor tours can be postponed, athletic and other special events can be delayed; **but students and animals still need food service and medical care, utilities must be maintained, police and facilities staff need to work certain details in certain areas, etc.**

Your department should know what operations absolutely must go on during emergencies and what limited staffing is critical to get those jobs done. Further, employees who will not be called ‘to duty’ immediately, need to understand why and how they will be paid, take time off, or otherwise be available for duties ‘as assigned’ by the department or by the Emergency Operations Center.

The University’s Emergency Operations Plan or “EOP”

Colorado State has had a plan in place since the 1950’s and has made improvements continually throughout the years. The plan includes an Emergency Manager for the University, a Public Safety Team (PST), made up of members from across campus, an Executive Team (or ET) and, of course, the President of the University. The PST and ET meet monthly to review current threats, plans, and ongoing situations in the interest of our safety and security as well as the reputation of our university.

Your department’s plan (ONE plan for each building, regardless of total number of departments) will support the university’s operations and response during emergencies as well as give guidance to your staff, students and visitors about what to expect and do during an emergency.

Section 3: Drills and Exercises

Designing a drill and exercise program to ensure that staff know the plan and can apply it –
Exercises (Drills)

“Staying in Shape” with annual exercises (more frequently with high risk or low frequency risks) begins with commitment from department leadership. The President of Colorado State has issued an emergency response plan that requires departments to be prepared for emergencies. Dr. Frank has made the comment that, “...at Colorado State, safety is paramount”. Parents expect us to be as prepared as reasonably possible!

Training and Organizational Development [TOD] can assist with orientations and basic table-top discussions. Exercises and drills should ALWAYS be coordinated thru the University Emergency Manager.



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Section 4: Responding to Issues

Learning how to respond to save lives, property, research, and the university's reputation as well as assist emergency response and CSU support staff

You will learn about the following procedures in your Building Proctor Development Training.

First steps:

1. Make sure everyone is notified about the emergency (warning) including department staff, students, visitors and vendors
2. Determine whether to evacuate or *protect in place (PIP)* depending on known circumstances
3. Always look for and be aware of 'secondary threats'! There could be more than one fire, animal or 'suspect' involved
4. Follow directions of emergency responders and assist if it is safe to do so

Next:

1. Account for everyone at your rally points (gathering areas)
2. Check for secondary threats and change locations if required. REPORT any unusual persons or circumstance, or injured or missing staff, to responders as soon as possible. If you are PIP, take appropriate action to reduce exposure to the threat and call 911 to report your location (phone lines will be very busy, so keep trying)
3. Keep staff in the rally point area in case they need more information or possible treatment for exposure of some type
4. Follow instructions of responders and do not return to (or leave PIP) until advised by a responder. The alarms may be silenced so responders can handle the emergency!

Then:

1. When you have been told that the situation has been resolved or that it is safe to return to work BY A RESPONDER, advise all staff of the safest way to return to 'cleared' locations
2. If a location or portion of your building is not safe, hold a briefing with leaders to determine what steps employees should follow
3. Once things calm down, FOLLOW DIRECTION in RECOVERY in below sections of this guide

Readiness for Home and Family (Go Kits, Relocation Sites, Communication Plan) Don't forget that all these same principles and procedures apply to your family and others at your home! Have your children, elderly or disabled family members and pets been planned for? Do they know where to go if your home is damaged? Who will they call and are their phones programmed to make such calls? How will you communicate with them during an emergency?

Make plans for emergencies and contingencies BEFORE the problem arises!

ACTIVITY: list the actions you have taken or will take to make a family plan

1. _____
2. _____
3. _____

These actions will be reviewed and discussed in class.

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Section 5: Recovery and Returning to 'Normal'

Steps to recovery and 'return to normal'

In class, you will review the process for recovery of 'normal' (things may never return to exactly the way they were) operations and how to handle HEAD AND HEART* recovery with your staff and students. *they know it is safe and they *believe* it is safe – remember we've all had different life experiences and tragedies.

As soon as possible after the emergency is resolved, discuss with leaders scheduling of a debriefing for all persons in your department or building that were impacted by the incident.

DEBRIEFING CHECKLIST

[To be used with ALL emergencies and drills]

Debriefing - Who Should Be There?

- All of your staff – those involved and those on the 'margins'
- CSUPD and Responders if possible
- Department and Building Leaders
- Learn what can be learned – DON'T POINT FINGERS – emergency preparedness is something NO ONE knows everything about

The Plan

- What worked – keep it
- What didn't work – change or delete it
- What improvements can staff and responders identify for you – make them!

The People

- Did everyone know what to do in this emergency?
- Did they know where to go, how to communicate, and what equipment was needed?
- What training may be needed now?
- What recognition may be given to staff?

Systems

- How did communication work?
- What about transportation (from facilities, events, and even from home)?
- Did the sheltering plan, evacuation plan, communication plan and all related systems work IN THIS EMERGENCY (e.g. Cell phones may be overloaded)?
- What corrections may be needed?

SAFETY!

- Did the safety staff people know their roles?
- What issues were identified?
- What training or equipment is needed to address any concerns for next event?
- Do ANY staff members have feedback in this area? [Remember, this is learning, NOT finger-pointing!]

Equipment

- Were 'go kits', first aid gear, personal protective gear, etc. In place and readily available?
- Did everyone remember their safety gear?
- What could be 'better IF it happens again'?

Mitigations

- What can you identify that could have prevented this situation or limited damage, injuries, impacts for future consideration?
- Are the strategies identified 'do-able' and cost effective?
- What mitigation efforts had already been undertaken and were they effective?

FOLLOW THROUGH

- One of the most important elements of the debriefing
 - Who will handle each improvement to the plan, training, or systems?
 - Who will they report to?
 - By when?
 - What drills or practices are needed to 'make the plan real' for staff against future possibilities?
 - Other considerations – discussion

Everyone's Feedback is IMPORTANT

- Every person involved may have seen the event in a different way – we've not focused on 'heart issues' today but consider their impact!
- Be prepared for 'anniversary reactions' and other issues that may impact staff, students, responders, and visitors
- The note taker, or scribe's role is VERY important – make sure that there is one consistent source to review the debriefing and learnings identified

In class you will do an exercise debriefing with other proctors just to get the experience!

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Section 6: Situation Reviews for Learning and for Practice ‘Back Home’

Condensed Situation Reviews — Hazmat Spill

During a class day about mid-morning, you are advised by several students that ‘something in a jar fell off the vent hood and the room really smells bad!’ You notify 911 immediately. Here is how the situation will play out under the Incident Command System and some questions that you need to consider.



Police will be on scene within a couple of minutes with Environmental Health (EHS) and Poudre Fire responding very quickly. Police will make sure that the building is being evacuated and that traffic and crowds around the building are controlled. Poudre Fire will set up a command post and begin verifying that evacuation is complete; determine the extent and nature of the spill, then call on EHS and building staff for advice on handling this particular chemical or material.

(HINT: if your plan is working, YOU will be available at the command post and know that all of your staff is collected at the gathering points listed on the plan for your building.)

QUESTION: who is tracking those students who were originally in the room to see if they were exposed to something dangerous and may need medical attention?)

As ENVIRONMENTAL HEALTH SERVICES (EHS), POUFRE FIRE AUTHORITY (PFA) and building staff work to get the spill cleaned up, command of the situation may shift to EHS as a cleanup effort. When EHS clears the building, ‘command’ will be returned to you or the department head who will ensure that staff can return to their work areas safely and get ‘back in business’. A consideration, if the responders determine that this may have been an intentional/criminal act, Incident Command will transfer to COLORADO STATE UNIVERSITY POLICE (CSUPD) to investigate the crime and the building could be ‘closed’ for a considerable period of time.

(QUESTION: if your work area will be closed for a considerable time, who needs to be notified [deans, directors, STUDENTS, and parents] and what other options need to be considered for providing instruction to students?)

(HINT: during a situation like this, information to students, your staff, and Media Relations is critical to prevent fear and rumors. Media Relations staff will normally be with you at the command post or in the immediate area to give you advice.)

Condensed Situation Reviews – Fire

You get a call that your building has been involved in a significant fire which has damaged several rooms during the evening hours. You know that, because of a project, several staff and graduate students have been working in that area of the building during evening and nighttime hours. The fire department, police and ENVIRONMENTAL HEALTH SERVICES (EHS) are at the building handling the situation and still fighting the fire. Additionally, you know that there have been two threats of 'something is going to happen' during the last few weeks that, until now, were thought to be hoaxes.

Poudre Fire has incident Command and is being supported by COLORADO STATE UNIVERSITY POLICE (CSUPD) and ENVIRONMENTAL HEALTH SERVICES (EHS), as well as the University Counseling Center and Media Relations.

(Question: IF the fire was set intentionally, what action will you take and when?)

Hint: Poudre Fire will fight fires with awareness of arson as a possibility—they need to know soon that this could be an arson related fire and PD will assist in the arson investigation once the fire is controlled. CALL 911 and advise the dispatcher all that you know about the situation.)

You respond to the scene about 40 minutes into the situation and are advised by the Incident Commander for POUUDRE FIRE AUTHORITY (PFA) that the fire has badly damaged several lab areas and classrooms. Who needs to be notified at this point?

(Hint: ENVIRONMENTAL HEALTH SERVICES (EHS) and PD will be notifying Facilities for building inspections and utility concerns. EHS will inspect the building regularly to determine when it will be safe to enter. Who from your department NEEDS to know. . .?)

Instructors, Students, and others who use your building. Does your plan have an updated 'fan-out' so you know who to call, and who they will call in turn to make sure that this information is shared with employees. Does your plan give direction in working with Media Relations to make public information available WITHOUT the possibility of compromising the police investigation?)



Condensed Situation Reviews — Flooding



Snow pack in Colorado has been at record levels going into spring, especially in Northern Colorado areas. A brief heat wave has caused rapid snowmelt which has already resulted in some flooding along the Poudre River, including the Engine Lab facility on College Avenue and in the Visitor Center/Nature Center campuses.

Now a sudden violent thunderstorm hits Fort Collins and the foothills to the west with 12" of rain in a little over an hour.

Flood waters move across the campus in rapid and deep torrents.

From the plan: what group(s) will be involved in the response? How much of the community is likely to be impacted? Will you or your building/staff/students be involved in such an event should it take place on a school day? Where would you look to find out? (e.g. Your department plan, the University EOP, other manuals)

What have you and your staff done to mitigate the potential impact/damage that could result from a high water situation?

As a building proctor, what actions should you take? What actions should you NOT take in the interest of safety? What 'recovery' (from the H.A.M.R.R. model) steps will be needed if your building should be involved? Which staff, customers, media or other persons may need to be notified and how? How will you know when your facility is structurally safe, electricity is not a danger, and mold is not growing in damp areas? What group would make those determinations?

As you'll not, we're proceeding to more significant emergency scenarios for you to think through. These may also be worthy of discussion at a departmental or staff meeting to get others thinking about how they would prepare for such an eventuality, both at work and at home. After all, it HAS happened!

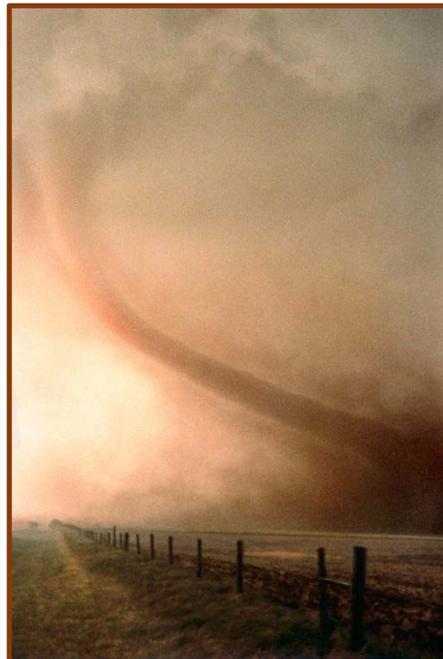


Condensed Situation Reviews – Tornado

During the early part of summer semester/break a summer thunderstorm turns very dark and the sky is an odd color. The weather radio indicates a weather warning and several staff members are getting cell calls asking whether employees are aware of the ‘tornado going through Timnath and headed toward Fort Collins?’

You have several summer conferences scheduled in your building and across campus green-space, as well as well as several ‘field trips’ going up Poudre Canyon and to the Red Mountain open space in the county.

- What do you do now?
- Who needs to be notified and what do you tell them?
- How do you protect yourself?
- What about your family’s safety?
- Does your department have equipment, animals, or other research material outdoors?
- Do you know the designated tornado sheltering area in your building?
- How will you contact employees and others after the storm to make sure they’re all OK?



Condensed Situation Reviews – Earthquake/Building Collapse

The weekend after spring commencement, a significant earthquake hits Fort Collins and the Northern Colorado Area.

At Colorado State, both towers (Westfall and Durward Halls), the ‘bridges’ of Yates Hall and B Wing Clark, and several other ‘older’ buildings are either collapsed or show obvious signs of damage to outer walls, windows, etc.

A few employees who were on campus, and some visitors playing sports on the IM Fields have received minor injuries.

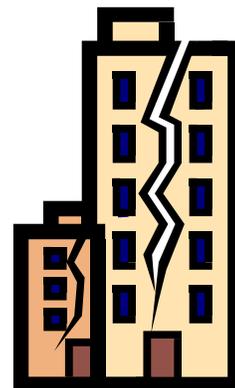
Medical and fire teams have responded to assist the injured and begin search and rescue operations.

From the plan, what should you do as a proctor? What group(s) from the university will be involved in dealing with this emergency? What group will be responsible for media relations, for liaison with other government/emergency agencies? Who would have authority to declare a ‘disaster’ status?

Considering your facility, what might be done to continue with operations if your facility houses summer classes, conferences, meetings, etc.? What equipment would be needed? Where would you get equipment and supplies? Where would your operation move to if your building could not be occupied? Who would make such decisions and at what level (from the EOP)? Do you have a plan for your home and family to be prepared for a situation such as this one?

As we said in a prior review, these are getting tougher. It is obviously our hope that such an event never occurs in our community, but we recognize that there are fault lines along the Front Range and ‘anything is possible’. We need to be prepared.

It is our hope that these situation reviews have stirred your thinking about the issues, dynamics, and results of possible emergency situations on campus. It would be even more beneficial if others in your department or work area were aware and have PRACTICED what they should and shouldn't to in the event of a disaster.



Condensed Situation Reviews — Armed Intruder

The weekend before spring semester finals, you receive a call from your department head that the Emergency Notification Line has been activated with the following message: “A male, reportedly a CSU student, was involved in a violent robbery at First Bank and has run back toward campus. More information will follow as it develops.” Further, students are receiving messages by cell phone asking them to ‘lock down inside their residence hall rooms or in classrooms as possible.

Residents north of campus are calling various departments stating that they received Reverse 911 calls from Fort Collins Police about a violent student in their area and wanting more information.

Your department head gives direction to “Lock Down” but no additional information at this point. From your department plan, what should you do as a proctor? Who will see that students are safe? Who will lock doors, offices, classrooms and how? Should you handle calls from city residents or the media?
WHAT DO YOU DO TO KEEP YOURSELF SAFE AND INFORMED?

Consider how the situation should be handled once the ‘all clear’ is given by Police or SWAT. Determine what actions/plans need to be developed in the near future (consider the information from CSUPD in Annex 2) for your department to be most ready for such a situation.

What group will be responsible for media relations, for liaison with other government/emergency agencies? Who would have authority to declare a ‘disaster’ status?

As we said in a prior review, these are getting tougher still. It is obviously our hope that such an event never occurs in our community, but we recognize that there are situations just like this happening nationwide and worldwide with regularity and we have to be prepared as possible at Colorado State!



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Resources

A DEPARTMENTAL SAFETY OFFICER/STAFF ROLE

- Prepare for the assignment – have all needed equipment on hand
- Examples: Safety Officer Vest, Cell phone or radio, Tape/video recorder, other equipment necessary to the specific emergency
- Identify who in the department is in charge and get current information about the emergency from that person
- Ensure that operational areas are safe for their assigned tasks. Work with EHS and Facilities as needed to ensure that all utilities are working and that safety hazards are addressed.
- Regularly identify hazards as the emergency continues and report them to the person in charge as soon as possible. ADDRESS SERIOUS SAFETY ISSUES IMMEDIATELY [e.g. terminate the operation, get the person involved assistance or a rest break, order that dangerous equipment NOT be used, etc.] THEN REPORT YOUR ACTIONS TO THE PERSON IN CHARGE.
- Share safety updates with appropriate personnel and post written notices as needed.
- Ensure that all staff uses appropriate Personal Protective Equipment (PPE).
- Show patience, respect, and integrity in all actions as well as being sensitive to the fact that persons react to and understand information differently under stressful circumstances.
- Ensure that all staff involved receive appropriate rest and refreshment breaks and supplies. Work with ICP or EOC as needed to obtain supplies.
- Ensure that accident reports, worker compensation, and other required forms are completed and turned in to the ICC/EOC.
- Ensure that appropriate debriefings for safety and needed counseling are set with the person in charge and appropriate staff involved.
- Assist EHS and Facilities with building inspections as requested.
- Debrief employees going off duty and ask about any safety concerns they had during their assignments.
- Request breaks for yourself as needed to maintain your own safety and efficiency.
- Assist with updating the emergency plan after the situation returns to normal.



“Go Kits”

It is recommended that at least one “Go Kit” per building be assembled. These kits should be inspected quarterly to ensure all items are in the kit and in good condition. A list of items that should be included are:

- **Emergency Response/Communication Plans** should be included in the *building safety plan* outlined during building proctor training. This plan should include a **Rally Point*** Checklist.
- **Medical Supplies** (This should be a basic first aid kit):
- **Moisture Wipes and Anti-Bacterial Hand Sanitizer** (numerous types of hand sanitizers are available. Make sure that the sanitizer has a minimum of 60% ethanol (alcohol).
- **Flashlight** – include extra batteries and a bulb.
- **Radio** – a NOAA battery operated weather radio is recommended.
- **Basic Tools** (a minimum of:
 - Pliers
 - Crescent wrench
 - Flat and Phillips screwdriver
 - Multiplier with all of the above
- **Dust Masks:** These should be used on a voluntary basis. They do not protect individuals from mists or fumes. N95 masks are better and will protect the wearers to a higher degree. Numerous types and sizes are available.
- **Gloves:** Rubber kitchen gloves will protect individuals from the majority of chemicals that may be encountered. Latex or Nitrile gloves also should be available (large or extra-large only). Leather work gloves also should be included.
- **Matches or Lighter** (these should be stored in a water tight container).
- **Pencils, Pens, Paper** (these should be stored in a water tight container, such as Ziploc® bags).
- **Duct Tape** – one large roll (used to secure trash bags to windows and tape doors closed).
- **Trash Bags:** large heavy-duty trash bags; enough to cover all windows in rooms if necessary.
- **Towels or rags:** place along lower edges of exterior doors.

** **Rally Points** are the areas where staff gather after an emergency to account for each other’s safety. ALWAYS look for secondary hazards and suspicious persons while moving to and staying at your department rally point and be ready to move to the secondary rally point if the safety of the first location is compromised!*

Or another version of the same:

Go Kits for Building Emergencies

These guidelines provide recommendations for 'Go Kits' used by building proctors during emergency situations. Updates or changes to this list are appreciated and can be sent via e-mail to james.graham@colostate.edu.

Recommended Go Kit Contents

Emergency Response/Communication Plans: This should be in the building safety plan outlined during Building Proctor Training. This plan should include a Gathering Point Checklist. See the Environmental Health Services web site for the Building Safety Plan template.

Medical Supplies: This should be a basic first aid kit.

Moisture Wipes and Anti-Bacterial Hand Sanitizer: Numerous types of hand sanitizers are available. Make sure that the sanitizer has a minimum of 60% ethanol (alcohol).

Flashlight: Include extra batteries and a bulb.

Radio: A NOAA battery operated weather radio is recommended.

Basic Tools: Tools should be a minimum of:

- Flat and Phillips Screwdriver
- Crescent Wrench
- Multiplier with all of the above

Dust Masks: These should be used on a voluntary basis. They do not protect individuals from mists or fumes. N95 masks are better and will protect the wearers to a higher degree. Numerous types and sizes are available.

Gloves: Rubber kitchen gloves will protect individuals from the majority of chemicals that may be encountered. Latex and/or Nitrile gloves should also be available (large or extra-large only). Work (leather) gloves should also be included.

Matches or Lighter: These should be stored in a water tight container.

Pencils, Pens, Paper: These should be stored in waterproof (zip lock bags) containers.

Trash Bags: Large heavy duty trash bags should be purchased.

Included here is a short manual from TOD to assist in developing exercises for your department.

Emergency Exercise Handbook

Quick Guide to Productive Exercise and Drill Planning

Colorado State University Training and Organizational Development



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Exercise Principles

1. Drills should ALWAYS be based on your plan
Without a plan, there is nothing to base the exercise on, determine the need for exercises and drills, or evaluate success!
2. Drills should be 'SUCCESS DRIVEN'. . .
If your staff and employees can succeed, they'll be encouraged to take part in drills, follow plan guidelines, further learn their roles and responsibilities, and assist in improving the emergency plan.
3. Drills should follow a logical progression – SIMPLE TO COMPLEX
Start by showing and telling employees what their roles and responsibilities are (orientation and classroom). Then hold "table top discussions" to ensure that they understand their roles and have a chance to ask questions about procedures and plan objectives. When you are comfortable that your employees know their responsibilities within the plan, move on to more complex functional or full scale exercises and involve

other agencies, neighbors, and anyone else who may be impacted by a major emergency involving your work unit.

4. Assign someone to oversee SOLELY THE SAFETY of drills and exercises
This same person can be a good choice for Safety Position during real emergencies.
5. Always assign someone to accurately document actions, concerns, and lessons learned
This person can be a scribe in real emergencies and ensure that appropriate documentation is completed for fiscal, safety, plan update, legal, and other requirements and concerns.
6. Hold an 'after-action' review, Hot Wash, or debriefing AFTER EVERY DRILL, EXERCISE AND EMERGENCY
In this manner you can capture the learnings and experiences that will allow for plan improvements, identify need for more training, and allow executives to ensure that you have the best possible, most effective and efficient plan in place for the benefit of your employees, your department, and your clients or customers!

What Do You Need to Hold a Drill or Exercise?

- A Time [convenient as possible so the maximum number can take part]
- A Place [a real setting that allows for your type of exercise]
- A Scenario and Setting [remember, simple to complex]
- Exercise Type [is this an orientation, tabletop discussion, functional, or full-scale exercise]
- Materials and Messages/Inputs (players?) [All materials needed to hold the exercise and qualified facilitators, assistants, and exercise director/manager – see below. Don't forget a scribe or several if needed]
- Controller, Facilitators, and Evaluators [controller oversees and manages the exercise; facilitators fill in the blanks and answer questions to keep the exercise moving along; evaluators, of course, evaluate the effectiveness of the exercise and the 'players' ability to apply their emergency plan to the scenario presented]
- Comfortable learning/break environment [a comfortable place to discuss mistakes/'learnings', suggestions for improvement, concerns about gaps in the plan related to the scenario presented, etc.]



Who Should I Involve?

Leaders, executives, supervisors, and all employees should know your plan and their responsibilities

Community responders and those responsible for emergency preparedness can assist in developing drills and exercises, as well as provide staffing to perform exercises and evaluate them accurately. These same persons can be a great asset in making plan and training improvements for the future!

When possible, include customers (for example, students at Colorado State University) and others who have a stake in safety and preparedness (e.g. parents of those students, service providers, delivery persons, etc.)



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More Resources to Help Me?

IMPORTANT LINKS

Your community and county Emergency Manager (look them up in the phone book)

<http://safety.colostate.edu>

Your institution Safety Coordinator or Emergency Manager

www.ehs.colostate.edu/WEmgResp/Home.aspx

Training and Organizational Development at Colorado State University

Proctor home page: www.training.colostate.edu/proctor/index.html

Police, Fire, Hazardous Materials Experts, and Other Responders

<http://police.colostate.edu>

Text Warning System

From: Patrick.Burns@ColoState.EDU [mailto:Patrick.Burns@ColoState.EDU]

Sent: Friday, September 07, 2007 1:01 PM

To: Colorado State University Community

Subject: New emergency alert text messaging system

Dear CSU Faculty or Staff:

This message is intended for all faculty and staff who have cellphones that accept text messages.

CSU has just implemented a new text messaging emergency alert system. University policy is that cell phones paid for by the University will be entered into the system, but personal cell phones can also be entered into the system if you wish. To enter into the system, or change your entry if you are already in the system, please log in at: <http://ramweb.colostate.edu>, and under the heading "Records" on the right-hand side of the page, click on the link "Change My Emergency Notification Cell Phone". At this point, you can enter your cell phone number into the system, or change it if it has been pre-populated.

Note that University policy is to use the system only for emergency life and safety situations, and for testing approximately once per semester to ensure that it is working properly. If you have any questions, please feel free to contact Patrick.Burns@ColoState.EDU.

Thank you.

ACTIVE SHOOTER ADVICE FROM CSUPD

Dear CSU Community:

In the wake of tragic incidents which have occurred in our nation over the last few years, I have the unfortunate but important task of ensuring that you know how to respond in the unlikely event that you ever encounter a situation with the potential for shooting violence at Colorado State University. It is certainly my hope that you are never in a situation where there would be a need to apply this information, but it may be useful knowledge to have, whether here on our own campus or other situations.

An active shooter situation is unpredictable and your immediate response depends on a variety of circumstances. The following guidelines have been developed based on the best practices established by members of the Colorado State University Police Department and other law enforcement officials.

If it is possible to do so safely, immediately exit the building when you become aware of an incident, moving away from the immediate path of danger, and take the following Steps:

1. Stay calm and notify anyone you may encounter to exit the building immediately.
2. Evacuate to a safe area away from the danger, and take protective cover. Stay there until assistance arrives.
3. Call 911, which will connect you with highly trained CSU Police Department dispatchers, and provide the following information:
 - a. Your name
 - b. Location of the incident (be as specific as possible)
 - c. Number of shooters (if known)
 - d. Identification or description of shooter(s)
 - e. Number of persons who may be involved
 - f. Your exact location
 - g. Injuries to anyone, if known
4. Individuals not immediately impacted by the situation should take protective cover, staying away from windows and doors until notified otherwise.

If you are directly involved in an incident and exiting the building is not possible, the following actions are recommended:

1. Go to the nearest room or office.
2. Close and lock the door. **If you cannot lock the door, place large objects in front of the door to act as a barrier (i.e. Office furniture, large printers, boxes, etc.).**

3. Turn off the lights.
4. Seek protective cover. This may be under a desk or table or anywhere else that offers some concealment.
5. Keep quiet and act as if no one is in the room.
6. Silence all cell phones.
7. Do not answer the door.
8. Notify 911, if it is safe to do so, providing the dispatcher with the following information:
 - a. Your name
 - b. Your location (be as specific as possible)
 - c. Number of shooters (if known)
 - d. Identification or description of shooter
 - e. Number of persons who may be involved
 - f. Injuries if known
9. Wait for law enforcement officers to assist you out of the building. It is imperative for your safety that you follow the directions given to you by law enforcement officers.

The CSU Police Department (CSUPD) is a full service professional law enforcement agency that is trained and equipped to respond to an emergency incident of this nature.

During the initial phase of the incident, the CSUPD and, if necessary, other law enforcement agencies, will evaluate the situation to determine the best course of action for the safety of the CSU community. Once the CSUPD and other units respond, they will be responsible for all tactical operations.

In an effort to augment your preparedness further, CSUPD offers a video/discussion session that helps develop a mindset for action, should this type of event occur within our community. This program allows participants an opportunity to learn, strategize and implement personal safety in a rapidly unfolding and dangerous situation. This session can be coordinated by contacting Sgt. Aaron Turner at 491-2312.

While I know it is highly unlikely that you will ever find yourself in an active shooter situation, I want you to be prepared. I hope you find this information helpful and I wish you a safe and productive year.

Sincerely,
Scott Harris
Chief of Police, Colorado State Police Department
750 S. Meridian Avenue
Fort Collins, CO 80523
1-970-491-1159 Office
<http://police.colostate.edu>

Contact neighboring buildings? Go to “Building Proctor Identifier”:

<http://www.fm.colostate.edu/proctors>

Make a cell phone contacts and emergency contact list/card

Have a backup 'flash drive' and computer available with your department plan on it!

Notes: